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ABSTRACT

The guideline for program development for administrators, supervisors, and teachers is to be used in making decisions regarding home economics education programs in Arizona schools. It will also serve as the basis for the initiation of an extensive curriculum development at all levels and give directions as to how programs may be established, continued, and financed. The topics discussed are: home economics education in Arizona schools (with objectives), administrator concerns (for various levels), curriculum in transition (guidelines for development), centers designed for contemporary home economics curriculum (facility requirements), and evaluation procedures (sample evaluation instruments). Appended to each of these topics are supplemental materials in the form of graphs, charts, and evaluation forms. (BP)

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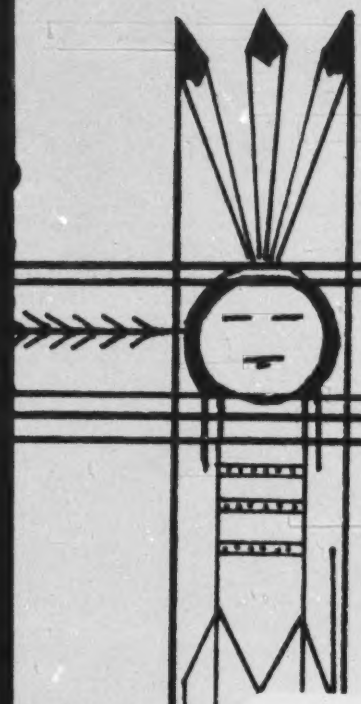

HOME ECONOMICS IN ARIZONA SCHOOLS

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Guidelines for Program Development

ARIZONA DEPARTMENT OF EDUCATION
Division of Vocational Education
Home Economics Education Service
Phoenix, Arizona 85007

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NOTICE

The materials in this booklet have been prepared over a period of two years. They include information helpful to administrators and teachers in local districts in organizing, initiating, conducting and evaluating home economics education programs in Arizona schools.

The booklet is organized and designed to be put into a loose leaf notebook and used. From time to time, you will be sent replacements as the originals become obsolete. This applies especially to the Appendix section. Space is provided in the Table of Contents for you to list additions as you receive them.

We trust these materials will answer many of the questions which you have had. This is the purpose for which it was designed.

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Home Economics Education

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Specialist

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FOREWORD

The major role of home economics education has been to teach the knowledge and skills which would prepare youth and adults to assume the responsibilities of good home and family living. The Vocational Act of 1963 has broadened the scope of home economics education. It also includes the responsibility of offering programs which develop occupational competency relating to the knowledge and skills of home economics. The vocational funds appropriated under P. L. 88-210 were used for educational programs preparing people for employment in any occupational field which relates to home economics with requirements of less than a baccalaureate degree. The Vocational Amendments of 1968, P. L. 90-576 gave direction to greater emphasis of certain areas when Part F Consumer and Homemaking Education was added. Home economics education programs may be conducted in comprehensive or specialized secondary schools, area vocational-technical schools, junior or community colleges or universities offering terminal or associate degree programs.

In 1961 the Home Economics Education Branch of the U. S. Office of education initiated a nationwide project to re-examine home economics in the secondary schools. Extensive and intensive work on the part of classroom teachers, supervisors, school administrators, teacher educators and subject matter specialists brought about the identification of basic concepts in the home economics field. This conceptual structure defines the content and serves as the basic source for developing the emerging curriculum in home economics in the next decade. Since 1964, the conceptual structure organized in the five subject matter areas of Human Development and the Family, Home Management and Family Economics, Foods and Nutrition, Textiles and Clothing, and Housing has served as a basis for curriculum development. The outlines of concepts and generalizations serve a significant purpose in defining curriculum content and in revamping established programs as well as developing new programs.

This material is prepared for administrators, supervisors and teachers to use as a guide in making decisions on home economics education programs in Arizona schools. It will also serve as the basis for the initiation of an extensive curriculum development program at all levels and give directions as to how programs may be established, continued and financed.

CHAPTER I

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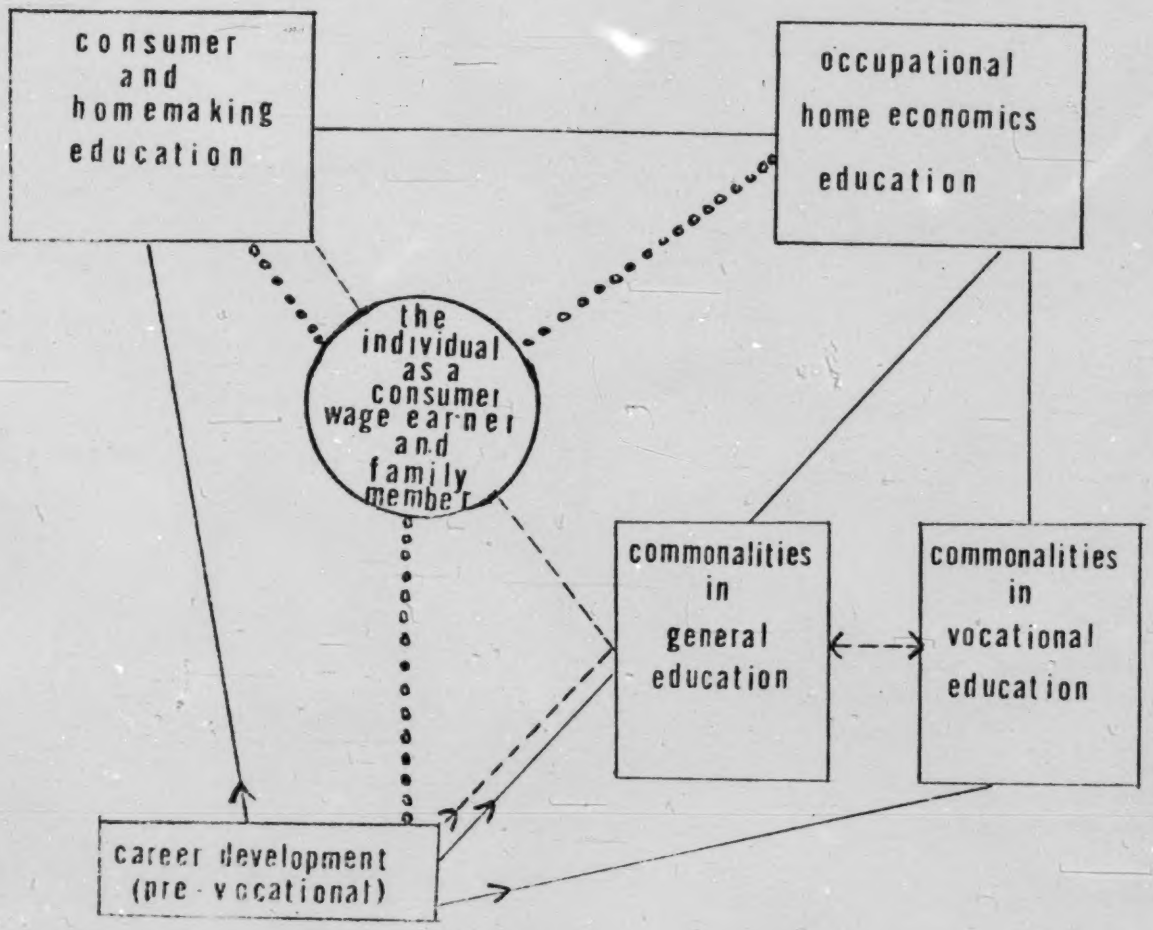
HOME ECONOMICS EDUCATION IN ARIZONA SCHOOLS

Home economics education in the contemporary education picture is concerned with the whole individual and the process of self-actualization. It has a triple purpose: first, the preparation of youth and adults for home and family living in a consuming society; secondly, the preparation of some youth and adults for gainful employment in occupations using the knowledge and skills of home economics; and lastly, to plan articulation in the career development concept. Several types of programs may be offered in the lower or elementary, middle or junior high school, the upper or comprehensive high school, the area vocational-technical school, and the junior or community college.

PROGRAM PATHS IN HOME ECONOMICS EDUCATION


consumer and homemaking education
occupational home economics education
the individual as a consumer wage earner and family member
commonalities in general education
commonalities in vocational education
career development (pre-vocational)

Adapted from Illinois Teacher. Vol. XIII, No. 1: Sept.-Oct. 1969. Pg. 1.

To provide direction for home economics education in the light of contemporary needs and issues, the following objectives have been formulated:

- Establish a program of continuous evaluation which will serve as a guide for program development

- Offer programs which provide education for consumer and homemaking education with special emphasis on meeting the needs of the disadvantaged and preparing people for the dual roles of family member and wage earner

- Prepare men and women, girls and boys, for employment in home economics related occupations including cooperative work experience and with emphasis on meeting the special needs of handicapped and disadvantaged persons

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Develop a curriculum based on the evolving needs of society and individuals in their effort to achieve self actualization

Provide functional facilities which meet the needs of the emerging curriculum

Enrich the learning situation through effective and discriminating use of social and technological development in instructional techniques

The basic content areas are the source for planning both types of home economics programs. By adapting content, methods, goals and experiences, the curriculum becomes effective instruction for those preparing for the vocation of homemaking or for those preparing for gainful employment in occupations using the knowled e and skills of home economics. The organization of home economics subject matter identifies the following five areas in its conceptual structure[1]:

Human Development and the Family
Home Management and Family Economics
Food and Nutrition
Housing
Textiles and Clothing

The major characteristics as shown below will help to identify the differences in the two types of home economics programs:

Consumer and Homemaking Education	Occupational Home Economics Education
Total curriculum is broad in scope and content.	Curriculum is based on the job description of a specific occupation.
Attitudes and behavioral development necessary to strengthening family well-being are stressed.	Emphasis is placed on the development of attitudes and behavior necessary to secure and hold a job.
All students are accepted because of the belief they can benefit from the program.	Qualities and aptitudes are the basis for selecting enrollees in a specific job-oriented program.
Marriage and homemaking are common to practically everyone, so programs are justifiable in all communities.	Programs are established only when evidence shows sufficient job opportunities are available for placement of trainees.
Personal counseling is important and desirable in all programs.	Vocational counseling service is necessary to help the teacher in determining needs, employment opportunities, and placement of students in the most satisfactory program.
Advisory committees are recommended for a more functional program.	The required establishment of local advisory committee helps determine work available and to advise and evaluate the specific emphasis of the training program.
Evidence shows youth and adults are strengthened in the role of consumer, homemaker, wage earner and family life member.	Placement in a job for which training was given shows success.

[1] American Home Economics Association: Concepts and Generalizations - Their Place in the High School Home Economics Curriculum Development. Report of a National Project. Washington, D. C.: 1967

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CHAPTER II

Administrator Concerns

The administrator faced with the need to plan programs in home economics education may ask: What is consumer and homemaking education and occupational home economics, and how do we plan for program development? How are they interrelated? How do they differ?

The major role of home economics education has been to teach the knowledge and skills which would prepare youth and adults to assume the responsibilities of good home and family living. The Vocational Act of 1963 and the Vocational Education Amendments of 1968, P.L. 90-576, broaden the scope of home economics education and give new emphases to the total program. These include the responsibility of offering programs which develop occupational competency relating to the knowledge and skills of home economics, but with increased emphasis to assist consumers and to help improve home environments and the quality of family life. The vocational funds appropriated under P.L. 90-576 may be used for educational programs preparing people for employment in any occupational field which relates to home economics with requirements of less than a baccalaureate degree. In Part F., Consumer and Homemaking Education, Section 161, it specifically states that at least one-third of the funds appropriated shall be used in economically-depressed areas or areas with high rates of unemployment.

Arizona Senate Bill 5, 1971, provides funding for Career Education. Home economics education has definite contributions to make at the Awareness, Exploration and Skill Preparation levels.

Home economics education programs may be conducted in elementary, junior high, comprehensive or specialized secondary schools, area vocational-technical schools, junior or community colleges or universities offering terminal or associate degree programs, and community centers.

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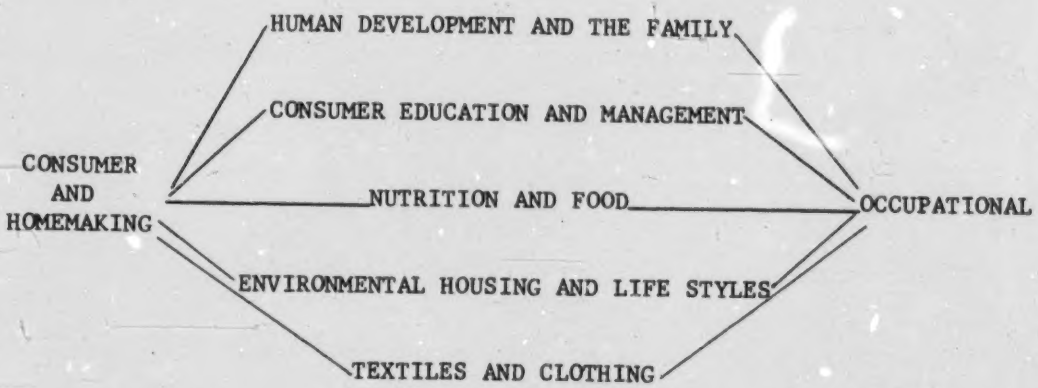
The term "home economics education programs" used throughout this material refers to all programs offered which are based on the content embodied in the conceptual structure. (See Chapter III) This includes both types of programs whether they are designed for consumer and homemaking or occupational home economics. The conceptual structure of home economics education in Arizona identifies the five basic content areas as shown in the diagram below which has been adapted from Concepts and Generalizations[1] developed under the leadership of the U. S. Office of Education:

CONCEPTUAL STRUCTURE OF HOME ECONOMICS EDUCATION



The definitions of the two types of programs are as follows: (1) Consumer and homemaking programs are designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrtion, child development, clothing, housing, family relations and management of resources with emphasis on selection, use and care of goods and services, budgeting, and other consumer responsibilities. (2) Occupational home economics programs are designed to prepare persons for gainful employment in recognized occupations for which persons normally receive a wage, salary, fee or profit. The knowledge and skills of home economics may be drawn upon to educate students to earn a living in related occupations.

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[1] Ibid, page 4.

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The administrator planning to initiate or expand a total program for home economics needs to:

- Determine the groups for whom the program is to be designed;
- Plan to meet the needs of the maximum number of girls and boys, men and women;
- Understand the types of programs which are possible;
- Consider the type of programs to be offered at instructional levels involved;
- Select the types of programs best suited to meet the needs of students;
- Arrange the scope and sequence of program offerings to assure emphasis in desired phase or in all phases, and continuity of learnings to assure learnings from K - 14; (See Chapter III)
- Provide a guidance program which interprets the opportunities in home economics education; and
- Consider and recognize the value of organized youth groups such as the Future Homemakers of America (FHA) and home economics related occupations (HERO Club) as an integral part of the program.

The chart which follows shows the characteristics of the two types of home economics programs. Even though consumer and homemaking as well as the occupational program content draw from the same conceptual structure, the student's objectives differ considerably for the two types of programs.

HOME ECONOMICS PROGRAM CHARACTERISTICS

	CONSUMER & HOMEMAKING	OCCUPATIONAL
CURRICULUM	BROAD	SPECIFIC
ATTITUDE - BEHAVIOR	STRENGTHENS FAMILY WELL-BEING	SECURES & HOLDS A JOB
STUDENT SELECTION	ALL	SELECTIVE
PROGRAM JUSTIFICATION	ALL COMMUNITIES	JOB OPPORTUNITIES
COUNSELING	DESIRABLE	NECESSARY
ADVISORY COMMITTEES	RECOMMENDED	REQUIRED
EVALUATION	SHOWS SUCCESS IN ROLE OF CONSUMER, HOMEMAKER, WAGE EARNER AND FAMILY MEMBER	SHOWS PLACEMENT & SUCCESS IN JOB FOR WHICH TRAINING WAS GIVEN

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LEVELS OF HOME ECONOMICS PROGRAM OFFERINGS

The two distinct phases of home economics (see chart in Chapter I) may contribute to each individual's development as he strives to achieve self-identity in his progression through the educational system. Varied program offerings from preschool through adult levels serve these purposes:

- Prepare youth and adults for home and family living in a consuming society;
- Prepare some youth and adults for employment in home economics related occupations; and
- Plan articulation in the career development concept.

The following descriptions of offerings at various educational levels give ideas and suggestions for integrating or emphasizing home economics:

	NURSERY SCHOOL - PRESCHOOL - CHILD CARE CENTER	
CONSUMER AND HOMEMAKING	Nursery schools and preschools operate as a part of the home economics program in many Arizona high schools and colleges. Their purposes are to provide experiences for students studying child development, family relationships, and child care, to understand behavior and care of younger children. Recent federal legislation indicates this may become one of the fastest growing emerging occupational areas.	OCCUPATIONAL HOME ECONOMICS

This level serves as a laboratory for students in secondary, post-secondary, and adult home economics programs. Students enrolled in such programs not only learn to give their own children better care but gain knowledge, understanding, and skill by which they can earn a living as a child development worker, child care assistant, elementary teacher's aide, special needs aide, child development professional, and other related occupations. Other related occupations include such fields as food service, institutional care, and merchandising.

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ELEMENTARY SCHOOL (K-6)		
CONSUMER AND HOMEMAKING	The home economics teacher serves as a consultant and does team teaching in the elementary classrooms. Advanced high school students may conduct special projects in teaching simple skills and learnings. Some schools schedule classes in basic elementary home economics	OCCUPATIONAL HOME ECONOMICS

Home economics education has value as an integrated part in the lower or elementary school curriculum. Curriculum materials related to home life experiences may function effectively in the development of career education units of work. Contributions may be made to social studies units centering about home life, food, clothing, family customs, the community, frontier life, and world cultures.

Several ways in which home economics education may contribute to the enrichment of the elementary program are:

- The regular home economics teacher may work through conferences with the elementary teachers on ways to integrate home economics with everyday living;
- Children may go to the home economics department for classes, or the teacher of home economics may develop units in family living in the elementary classroom;
- Home economics curriculum guidelines are being released to assist home economics teachers in working with the elementary level; and
- A full-time coordinator of home economics education may devote a portion of her time to working with the teachers to integrate home economics or family living with the elementary program.

UPPER ELEMENTARY (7-8) - MIDDLE SCHOOL (6-8) OR JUNIOR HIGH SCHOOL (7-9)		
CONSUMER AND HOMEMAKING	The suggested conceptual structure and objectives for each level in the curriculum guides are designed to be adapted to the needs of local districts. The curriculum materials developed for use in the state are based on developmental characteristics of youth. Learning activities for this level are identified as "BEGINNING" in the curriculum guidelines. Materials are designed to be adapted for use by LEA's.	OCCUPATIONAL HOME ECONOMICS

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The middle school is changing what has traditionally been known as the upper elementary or junior high school. Reorganization of this segment of the educational structure will bring about decided changes in curriculum offerings since younger and less mature students will be enrolled. Programs may follow the Scope and Sequence Chart in Chapter III. Emphasis at this level is exploratory and should include broad offerings to meet the needs of adolescents. Such phases of home economics as personal development, decision-making, consumer buying, and simple homemaking skills are recommended.

SECONDARY		
CONSUMER AND HOMEMAKING	Program content is based on the needs of students and provides for guided electives, homemaking, pre-professional subject matter courses, and home economics related occupations courses.	OCCUPATIONAL HOME ECONOMICS

The home economics education program offerings for the high school are designed to meet the needs of the following groups:

- Pupils planning to enter college in the field of home economics or related fields
- Pupils planning to enter college in other fields
- Pupils whose major concern in life will be homemaking
- Pupils becoming homemakers as well as wage-earners upon completing formal education
- Pupils planning to enter the world of work in jobs using the knowledge and skills of home economics
- Pupils with academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational home economics education program

Four types of home economics education programs suggested for senior high schools are:

Guided Electives in Home Economics
Consumer and Homemaking (Comprehensive)
Home Economics Related Occupations
Home Economics for Pupils with Special Needs

See Chapter III for the detailed explanation.

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	POST SECONDARY	
CONSUMER AND HOMEMAKING	Terminal education in such areas as child care supervisors, food service supervisors, food service workers, fashion merchandisers and designers, and household equipment and food demonstrators. Learning activities for this level are identified as "Advanced" in the curriculum guides. See chart Home Economics - the Basis for Two Types of Programs.	OCCUPATIONAL HOME ECONOMICS

Home economics education may be offered in the junior or community college or in the associate degree program of a university. Specialized programs in the area of family living are especially suited as offerings in these situations. New programs in middle management level occupations related to the knowledge and skills of home economics are appropriate for terminal education as one or two-year programs. Some examples of these are: Food service supervisor, assistant to dietitian, assistant to nursery school or day care center director, and teacher aides, etc. (See Career Ladders in Appendix C.) Many of these programs could be planned so that students would be eligible for an associate degree.

Three alternative types of programs make it possible for a student to complete a:

. Two-year associate degree program

. One-year or less certificate program

. Two-year transfer program

Cooperative education or an approved simulated work experience is an integral part of occupational programs at this level.

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These programs are structured for flexibility and adaptability:

- Each plan may be used in sequence or in combination;
- Specialization with greater depth in one interest area may be made available for students beyond the regular schedule of classes;
- All four plans are eligible for reimbursement from vocational funds when the minimum requirements are met as established in the State Plan for Vocational Education and in compliance with Department of Education regulations;
- Occupational home economics courses may be established as a sequence including skill preparation and cooperative education courses;
- Home economics courses may be offered under the provisions of the area school concept; and
- For students with special learning needs, programs are possible in both occupational and consumer and homemaking phases.

ADULT - OUT-OF-SCHOOL YOUTH		
CONSUMER AND HOMEMAKING	Short term courses may be offered for young adults based on the needs of beginning families, also for senior citizens in creative activities and for others interested in the development of skills in areas related to home economics. These may be part time employment or as a leisure time activity.	OCCUPATIONAL HOME ECONOMICS

A variety of home economics programs may be provided for out-of-school youth and adults. Such programs may include courses which prepare for the responsibilities and activities involved in homemaking and in achieving family well being. In some communities provision needs to be made for instructional programs which prepare for successful entry into occupations using the knowledge and skills of home economics. (See chart Home Economics - the Basis for Two Types of Programs.)

All home economics programs for adults or out-of-school youth which qualify may be reimbursed from vocational funds. Any district planning to initiate such a program submits a Vocational Adult Application Form for approval.

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The chart, Home Economics - the Basis for Two Types of Programs illustrates the potential offerings in home economics education.

The center portion of the chart shows the organization of the areas in the conceptual structure as the basis for both programs in home economics.

On the left-hand side, the "Concepts" column of the chart shows examples of the multiplicity of concepts as related to consumer and homemaking.

On the right-hand side, the "Careers" column of the chart deals with the home economics related occupations which may serve as the basis of course offerings.

The two columns identified as "Funding Provisions" show that home economics programs may be funded in a variety of ways.

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CONSUMER and HOMEMAKING

FUNDING PROVISIONS	CONCEPTS	CONCEPTUAL
PUBLIC LAW 90-576 VOCATIONAL AMENDMENTS OF 1968 PART F. - CONSUMER AND HOMEMAKING EDUCATION 1. Preparation for Professional Leadership. 2. Dual Role Preparation. 3. Consumer Education. 4. Preparation for the Work of the Home. 5. Promotion of Nutritional Knowledge and Food Use (1970 Amendments). 6. Programs for Economically Depressed Areas. 1, 2, 3, 4, and 5, above, are considered the "Regular" Consumer and Homemaking Education Program. Application Form #103 is used to apply for approval of these vocational funds for programs based on the Concepts in the adjoining column: 6, from above, relates to the one-third of the vocational funds for consumer and homemaking which must be used in economically depressed areas or in areas of high unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life. Programs are approved on a year to year basis and must be of an innovative nature. Specific directions for requesting and using these funds are attached to the Application Form #104 Depressed Area.	Nutrients for Health and Growth World of Food Food Preparation Food Processing Balanced Daily Diet Environment and Nutritional Health Career Exploration Consumer Food Choices Decision-Making Process Personal Values and Life Styles Money Management Use of Resources Consumer Buying Consumer Credit Consumer Rights and Responsibilities Financial Security Career Exploration Nature and Housing of Man Housing and Environment Effects of Housing on People Design Expression and Creativity Housing Consumer Decisions Career Exploration Development of the Child Skills in Child Care Adult Responsibilities Consumer Information for the Family Interpersonal Relationships Successful Marriage Qualities Family Life in Other Cultures Psychology of Clothing Clothing and Cultural Environment The Fashion Industry Career Exploration The Teenage Consumer Plan for Buying Fashioning Your Own Clothing Individual Discovery	NUTRI and FOO CONSU EDUCA an MANAG ENVIRONM HOUSIN LIFE HUM DEVELO and FAMI TEXTI an CLOTH

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PROGR

HOME ECONOMICS

THE BASIS FOR TWO TYPES OF PROGRAMS

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OCCUPATIONAL

CONCEPTUAL STRUCTURE	CAREERS
NUTRITION and FOOD	*1 Waitress, Dietitian Aide, Cook Helper 2 Food Service Supervisor, Dietitian Assistant, Cafeteria Manager 3 Industrial Home Economist, Dietitian, Hotel or Resort Manager
CONSUMER EDUCATION and MANAGEMENT	1 Teacher Aide, Home Health Aide, Personal Shopper 2 Family Assistant, Institutional Housekeeper, Home Service Representative 3 Home Service Director, Executive Housekeeper
ENVIRONMENTAL HOUSING and LIFE STYLES	1 Interior Design Aide, Drapery Seamstress Aide, Upholstery Cleaner 2 Color Coordinator, Florist, Household Products Technician 3 Designer, Home Economics, Home Furnishings Researcher
HUMAN DEVELOPMENT and the FAMILY	1 Child Care Aide, Elementary Teacher Aide, Toy and Children's Wear Consultant 2 Recreation Director, Welfare Day Care Assistant, Nursery School Manager 3 Social Worker, Child Psychologist, Kindergarten and Primary Teacher, Home Economist
TEXTILES and CLOTHING	1 Fabric Coordinator, Dressmaker's Aide, Laundress 2 Fashion Coordinator's Assistant, Textile Technician, Dry Cleaner 3 Fashion Merchandiser, Fashion and Fabric Designer, Textile Researcher, Home Economist

*1 Entry
2 Paraprofessional or Mid-Management
3 Professional or Management

FUNDING

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PART G - COOPER
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ARIZONA SENATE

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Application for
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OCCUPATIONAL

CAREERS	FUNDING PROVISIONS
1 Waitress, Dietitian Aide, Cook Helper 2 Food Service Supervisor, Dietitian Assistant, Cafeteria Manager 3 Industrial Home Economist, Dietitian, Hotel or Resort Manager	PUBLIC LAW 90-576 VOCATIONAL AMENDMENTS OF 1968 PART B - STATE VOCATIONAL EDUCATION PROGRAMS 1. Skill Preparation for Secondary and postsecondary students. 2. Simulated work experience in laboratory situations. 3. Special preparation classes for disadvantaged and handicapped. Funds for #1 and #2 above may be requested on Application Form #100. Application Form #102 is used to secure special funding for occupational programs for students with Special Needs.
1 Teacher Aide, Home Health Aide, Personal Shopper 2 Family Assistant, Institutional Housekeeper, Home Service Representative 3 Home Service Director, Executive Housekeeper	
1 Interior Design Aide, Drapery Seamstress Aide, Upholstery Cleaner 2 Color Coordinator, Florist, Household Products Technician 3 Designer, Home Economics, Home Furnishings Researcher	
Child Care Aide, Elementary Teacher Aide, Toy and Children's Wear Consultant Recreation Director, Welfare Day Care Assistant, Nursery School Manager Social Worker, Child Psychologist, Kindergarten and Primary Teacher, Home Economist	PART G - COOPERATIVE VOCATIONAL EDUCATION PROGRAMS Cooperative education programs are designed for students to gain actual work experience as a part of an instructional program. Application Form #101 must be completed if funding for Cooperative Education programs is to be obtained.
Fabric Coordinator, Dressmaker's Aide, Laundress Fashion Coordinator's Assistant, Textile Technician, Dry Cleaner Fashion Merchandiser, Fashion and Fabric Designer, Textile Researcher, Home Economist	ARIZONA SENATE BILL #5 Career education projects in the awareness, exploration, and skill development levels may be conducted in all areas of occupational education. Application forms are available for development of projects, which may include home economics.
Entry Paraprofessional or Mid-Management Professional or Management	

Revised August, 1972

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Administrators interested in having either the consumer and homemaking education or occupational programs funded must have on file an application to operate such a program which has been approved by the Division of Vocational Education. In order to be eligible for funding, minimum requirements need to be met as follows:

CONDITIONS PERTAINING TO THE APPROVAL OF HOME ECONOMICS EDUCATION PROGRAMS

Consumer and Homemaking Education

1. New Programs

A new program may be approved by the Division of Vocational Education when the application form #103 or #104 indicates

- There is a need for the program;
- Adequate learning centers are provided;
- The program plans are developed in accordance with regulations of the Department of Education, Division of Vocational Education, and the State Board of Vocational Education.

2. Continuing Approval

Continuing approval to operate consumer and homemaking programs will be given from year to year when the following criteria are met by the local school district:

- Facilities are provided which meet the minimum standards for a quality program to be offered;
- Adequate funds are budgeted for equipment, supplies, and travel for conducting the program;
- Current teaching materials and references are available;
- Equipment is maintained in good condition and is replaced when wear or obsolescence reduce its educational value;

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- Consumer education is a part of all courses offered;
- Properly qualified and certificated teachers are provided;
- The quality and methods of instruction fulfill the needs of the students of the community;
- Preparation for the dual-role of homemaker and wage earner is a part of the curriculum;
- The equivalent of at least one period daily is scheduled for the teacher to use for planning and conferences with students, parents and community agencies; and
- Average daily membership is ten (10) or more.

3. Direction and Supervision

- All programs will be accountable and under the supervision of the State Division of Vocational Education.
- Courses shall carry credit and be accepted toward fulfillment of program requirements. At the secondary level a unit of credit shall be given on the same basis as for any major subject.
- Programs of varying lengths may be developed provided objectives and activities have been approved by the Division of Vocational Education.

4. Additional Recommendations

- Teachers may be employed beyond the regular school term for making home contacts and doing follow-up work of enrollees, and conducting summer classes.
- An advisory committee will be composed of representatives of the community.
- A chapter of Future Homemakers of America will be organized and maintained as an integral part of the program.

Home Economics Related Occupations

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1. Program Development and Approval

A new program may be approved by the Division of Vocational Education when the application forms #100, #101, or #102 indicates:

- There is a need for a program.
- Adequate learning centers are provided. (See Chapter IV)
- The program plans are developed in accordance with regulations of the Department of Education, Division of Vocational Education, and the State Board of Vocational Education.
- Home economics occupational programs operate and are funded on the same basis as other vocational areas. (See Home Economics O.E. Instructional Program Code Chart and Home Economics Funding Information Chart.)

2. Continuing Approval

Continuing approval of home economics related occupations programs is on a yearly basis using the following criteria:

- Curriculum is based on sequential development of skills as necessary for specific occupations;
- Advisory committee is organized and functions for program direction;
- Cooperative education programs meet standards as established by the State Division of Vocational Education;
- Instructor must be properly certified to teach the occupational phase;
- Opportunities for work experience are provided through cooperative education or simulated work experiences;
- Extended teacher time and travel will be budgeted;
- Up-to-date references, materials and supplies will be available;
- Evaluation will be an integral part of the program and based upon the objectives; and
- HERO Club is integrated with the instructional program.

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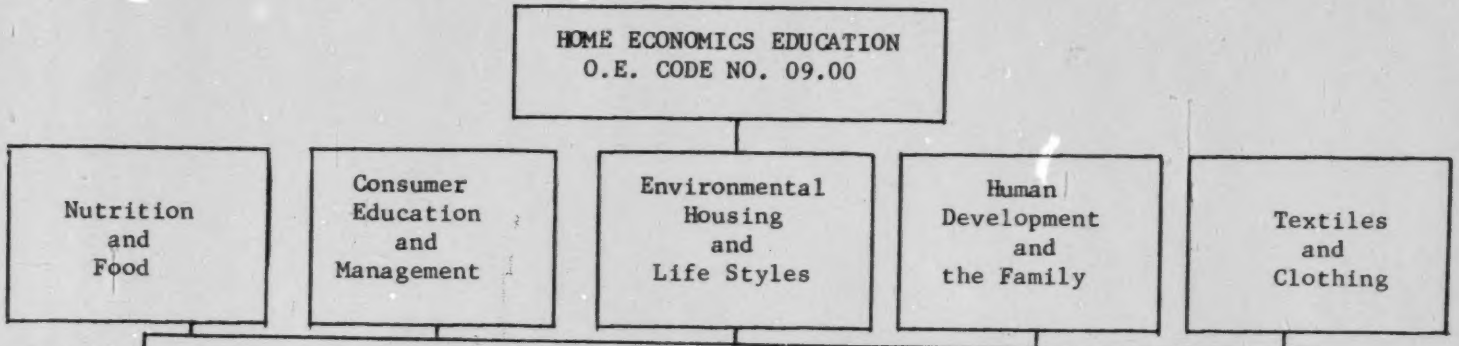
3. Guidelines for Planning and Developing Occupational Programs

The local school administrator and members of his staff interested in initiating a home economics related occupations program may find the following suggested procedures helpful:

- Become acquainted with local employment needs, through the Bureau of Employment Security, business organizations, and lay leaders.
- Organize a local advisory committee.
- Develop a job analysis, identifying the functions the course will serve and define the responsibilities of the job so the content will be relevant.
- Develop a curriculum specifically for a certain occupation and to meet local needs by identifying the goals and anticipated learnings;
- Carefully plan the learning experiences to be challenging but practical.
- Make arrangements to use available resources pertinent to the training for the specific occupations being learned.
- Plan for the length of the course, considering prerequisites and follow-up.
- Consider the qualifications necessary for the teacher.
- Survey present school facilities for space and then plan for additional equipment.
- Estimate the cost of the course and plan the budget.
- Select students on the basis of interests, abilities, and attitudes.
- Arrange for an actual work experience with business, industry, or institutions outside the school, considering hours, working arrangements, supervision, insurance, and other problems which may develop in cooperative work programs.
- Establish criteria for determining when a student has developed to a place that the teacher or supervisor would consider recommending him for employment.
- Organize a plan for follow-up of students to determine the effectiveness of the program.
- Plan for a sound public relations program.

Reinwald, Clio. The Bulletin of the National Association of Secondary School Principals--A NEW LOOK AT HOME ECONOMICS - EDUCATION FOR EMPLOYMENT. Volume 48, Number 296, December 1964.

HOME ECONOMICS FUNDING INFORMATION CHART



CONSUMER AND HOMEMAKING 09.01

LEVELS	APPLICATION	FUNDING
ELEMENTARY		
DEPRESSED AREA	FORM #104	VOC. ACT-PART F
CAREER EDUCATION	PROJECT FORM	SENATE BILL 5
SECONDARY		
REGULAR	FORM #103	VOC. ACT-PART F
DEPRESSED AREA	FORM #104	VOC. ACT-PART F
CAREER EDUCATION	PROJECT FORM	SENATE BILL 5
POST SECONDARY		
REGULAR	FORM #103	VOC. ACT-PART F
DEPRESSED AREA	FORM #104	VOC. ACT-PART F
ADULT		
REGULAR	FORM #103	VOC. ACT-PART F
DEPRESSED AREA	FORM #104	VOC. ACT-PART F

OCCUPATIONAL 09.02

LEVELS	APPLICATION	FUNDING
ELEMENTARY		
CAREER EDUCATION	PROJECT FORM	SENATE BILL 5
SECONDARY		
CAREER EDUCATION	PROJECT FORM	SENATE BILL 5
SKILL DEVELOPMENT	FORM #100	VOC. ACT-PART B
COOP	FORM #101	VOC. ACT-PART G
DISADVANTAGED	FORM #102	VOC. ACT-PART B
HANDICAPPED	FORM #102	VOC. ACT-PART B
AREA SCHOOL	FORM #107	VOC. ACT-PART B
POST SECONDARY		
GRANT IN AID	FORM #100	VOC. ACT-PART B
COOP	FORM #101	VOC. ACT-PART G
DISADVANTAGED	FORM #102	VOC. ACT-PART B
HANDICAPPED	FORM #102	VOC. ACT-PART B
ADULT		
REGULAR	ADULT FORM	VOC. ACT-PART B
DISADVANTAGED	FORM #102	VOC. ACT-PART B
HANDICAPPED	FORM #102	VOC. ACT-PART B

Information on program organization and application forms may be secured from the Division of Vocational Education, Home Economics Education Section, 1535 West Jefferson Street, Phoenix, Arizona 85007 - Phone 271-5359.

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ACCOUNTABILITY

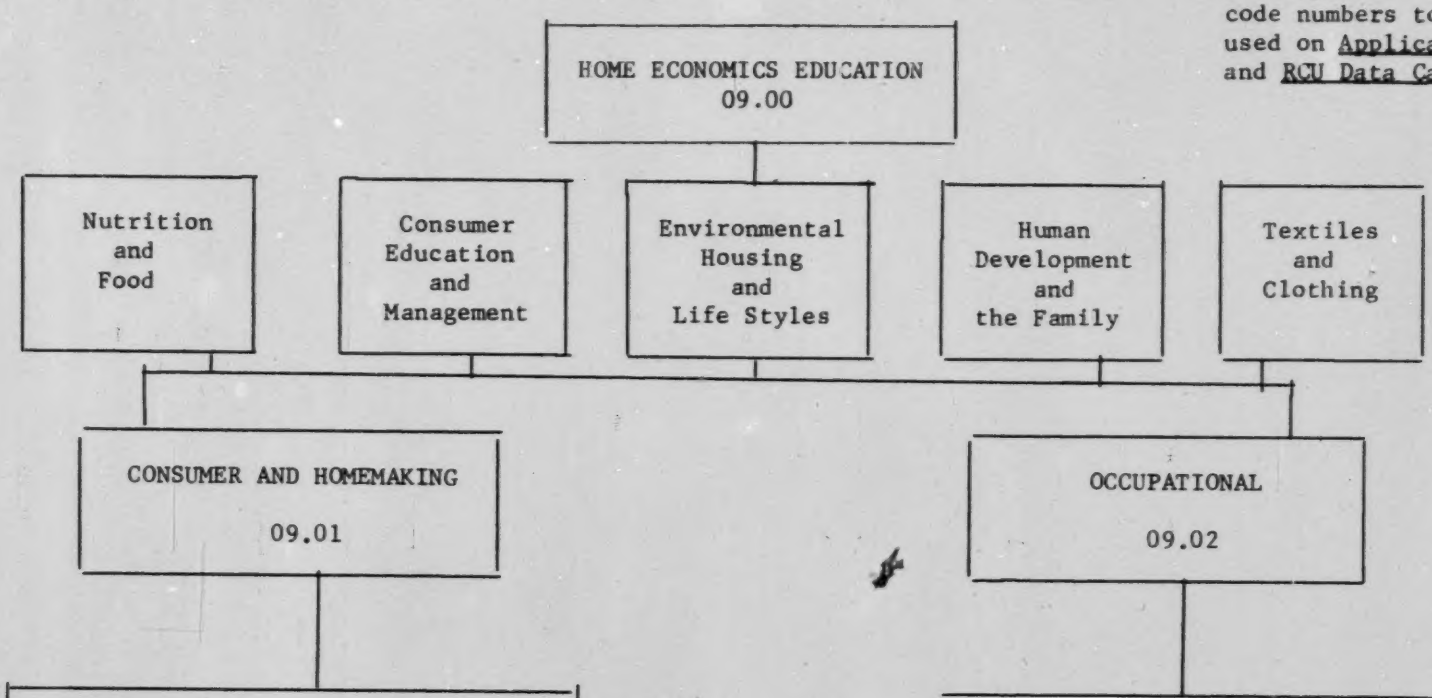
The L.E.A. will be responsible for the following:

- Application has been submitted and approved before initiation of program;
- Data records and forms requested by the Division of Vocational Education and the Research Coordinating Unit will be accurately completed and returned by deadline dates;
- Records will be kept on file of any equipment purchased with Division of Vocational Education funds;
- L.E.A. has evidence that measurable objectives for the program have been achieved; and
- Supporting information and data must be on file for any claims submitted to the Division comptroller.

The charts which follow are designed for the convenience of the L.E.A. in completing report forms. The information includes code numbers for programs, classes and students to be used in completing the R.C.U. data cards and forms.

HOME ECONOMICS O.E. CAREER INTEREST CODE CHART

See Appendix ( ) for code numbers to be used on Applications and RCU Data Cards.



Food and Nutrition	9.0107
Consumer Education	9.0104
Home Management	9.0108
Housing and Home Furnishings	9.0109
Child Development	9.0102
Family Health	9.0105
Family Relations	9.0106
Clothing and Textiles	9.0103
Comprehensive	9.0101
Other Homemaking	9.0199

Food Management, Production and Services	9.0203
Institutional and Home Management and Supporting Services	9.0205
Home Furnishings, Equipment and Services	9.0204
Care and Guidance of Children and the Elderly and Supporting Services	9.0201
Clothing Management, Production and Services	9.0202
Other	9.0209

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HOME ECONOMICS CODES INFORMATION CHART*

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HOME ECONOMICS EDUCATION
O.E. CODE NO. 09.00

CONSUMER AND HOMEMAKING 09.01

9.0107 Foods and Nutrition
Also Family Meals; Nutrition, Food and the Consumer; Advanced Foods; Creative Foods; Advanced Nutrition; Food and Science; Meal Management

9.0104 Consumer Education
Also Family Finance; Family Economics; Consumer Buying; Cash, Credit and the Consumer; Young Consumers; Decisions, Decisions

9.0108 Home Management
Also Managing the Dual Role, Personal Management, Managing My Time and Energy

9.0109 Housing and Home Furnishings
Also Interior Decoration and Design, Creating My Environment, Housing for Young People, Decorative Arts

9.0102 Child Development
Also Child Care, Child Growth and Development, Child Guidance, Understanding Children, Caring for Children, Human Growth

9.0105 Family Health
Also Home Nursing, Home Safety

9.0106 Family Relations
Also Human Relations, Family Living, Understanding Ourselves and Others, Contemporary Living, Living with People, Family Customs and Cultures

9.0103 Clothing and Textiles
Also Clothing Selection, Grooming, Clothing Construction, Tailoring and Alterations, Advanced Clothing, Family Clothing Needs, Creative Clothing

9.0101 Comprehensive Home Economics
Also Senior Homemaking; Home Economics 1, 2, 3, 4; Co-Ed Home Economics; Home Living; Basic Home Economics

9.0199 Bachelor Survival
Also Boys' Home Economics, Bachelor Arts, Chef's Arts

9.0190 Consumer and Homemaking Depressed Area Projects

OCCUPATIONAL 90.02

9.0011 Coop
All Home Economics Cooperative Education

9.0203 Food Management, Production and Services
Food Preparation and Service, FEAST, Dietary Services, Baking, Institutional Food Service, Catering, Food Sanitation, School Food Service, Food Demonstrators

9.0205 Institutional and Home Management and Supporting Services
Executive Housekeeping, Housekeeping Services, Social Services, Home Service Demonstration Consumer Services, Recreation

9.0204 Home Furnishings, Equipment and Services
Home Furnishings Production and Services, Maintenance, Floristry, Equipment and Furnishings Demonstration, Household Products Technology, Handicrafts

9.0201 Care and Guidance of Children and Elderly and Supporting Services
Child Care and Guidance, Teacher Aide Services, Social Services, Foster Home Supervision, Care for the Elderly

9.0202 Clothing Management, Production and Services
Fashion Merchandising and Designing, Fabric Coordinator, Tailoring, Maintenance Services, Dressmaking, Textile Technology, Wardrobe Services, Clothing Production

9.0209 Other
Hospitality Education and Others

(See Career Ladders in Appendix C)

*For use in completing RCU data cards and forms.

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CHAPTER III

Curriculum in Transition

"The American.....school curriculum is in transition, and it is necessary to see it as a moving force with a past, a present, and a future."[1]

Curriculum planners and developers need to ask themselves many questions, some of which might be:

Are learning experiences compatible with objectives?

Does the instructional program stimulate student inquiry and interest?

Do objectives provide for articulation within the total home economics program as well as with other disciplines?

Are alternative learning experiences provided to meet the needs of varied learning abilities, cultures, economic levels, and geographical settings?

Does it provide for exploration as well as in-depth study?

Does curriculum provide experiences which lead to the development of decision-making capabilities?

Is there provision for an individual to learn to appreciate himself as well as others and to live and work cooperatively in our society?

Do real-life experiences add meaning to the instructional program?

In 1961, the Home Economics Education Branch of the U. S. Office of Education initiated a nationwide project to re-examine home economics in the secondary schools. Extensive and intensive work on the part of classroom teachers, supervisors, school administrators, teacher educators, and subject matter specialists brought about the identification of basic concepts in the home economics field. This conceptual structure defines the content and serves as the basic source for developing the emerging curriculum in home economics in the next decade.

Arizona has modified this conceptual structure in the following manner:

National Model	Arizona's Titles
Human Development and the Family	Human Development and the Family
Home Management and Family Economics	Consumer Education and Management
Food and Nutrition	Nutrition and Food
Housing	Environmental Housing and Life Styles
Textiles and Clothing	Textiles and Clothing

[1] Wiles, Kimball. The Changing Curriculum of the American High School. Prentice-Hall, Inc., Englewood Cliffs, N. J. 1963.

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These major concepts become the five content areas for home economics curriculum. A curriculum guide for each of these areas has been developed or is in the process of being revised.

In each of the five areas, the conceptual structure is supported by generalizations which define content, principles, and methods of inquiry. Briefly, the skeletal structure as developed in a nationwide project by the U. S. Office of Education is:

HUMAN DEVELOPMENT AND THE FAMILY[2]

I. Universality of individuals and families

II. Uniqueness of individuals and families

III. Development and socialization of the individual

IV. Challenge and creative possibilities of change

HOME MANAGEMENT AND FAMILY ECONOMICS

I. Environmental influence on individual and family management

II. Managerial processes

III. Effective elements in management

FOODS AND NUTRITION

I. Significance of food

II. Nature of food

III. Provision of food

TEXTILES AND CLOTHING

I. Significance of textiles and clothing to the individual in society

II. Nature of textiles and clothing

III. Acquisition and use of textiles and clothing

HOUSING

I. Influence of housing on people

II. Factors influencing the form and use of housing

III. Processes in providing housing

[2]American Home Economics Association. Concepts and Generalizations. Washington, D. C. 1967.

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The preceding structure includes only the "big" ideas. The total structure as released will serve to plan for broad courses or for depth courses in both the homemaking and the employment phases of home economics education.

In Arizona, curriculum in home economics education becomes a custom-designed product. The question, "What shall we teach and to what end?" raised in The Process of Education[3] is most appropriate in the field of home economics education. Curriculum planners need to consider not only the subject matter content, but the content of other disciplines as well as to the place and contribution which home economics education may make in the total educational program of the school, home, and community. And most importantly, what happens to students enrolled in the program, is it meeting their needs?

As one considers the relationship of home economics education toward achieving the nine Imperatives of Education, as stated by the Educational Policies Commission of the NEA, one finds the possible contributions to each to be of some magnitude. They are as follows:

"Make urban life rewarding and satisfying

Prepare people for the world of work

Discover and nurture creative talent

Strengthen the moral fabric of society

Deal constructively with psychological tensions

Keep democracy working

Make intelligent use of natural resources

Make the best use of leisure time

Work with other peoples of the world for human betterment"[4]

As administrators, supervisors, teachers, guidance counselors, lay advisers, and others interested in curriculum development in this discipline, examine current programs in light of the contributions presently being made and in terms of new commitments to be made, decisions concerning curriculum come into focus.

[3]Bruner, Jerome S. The Process of Education. Harvard University Press, Cambridge, Massachusetts. 1960.

[4]American Association of School Administrators, NEA. Imperatives in Education. Washington, D. C. 1966.

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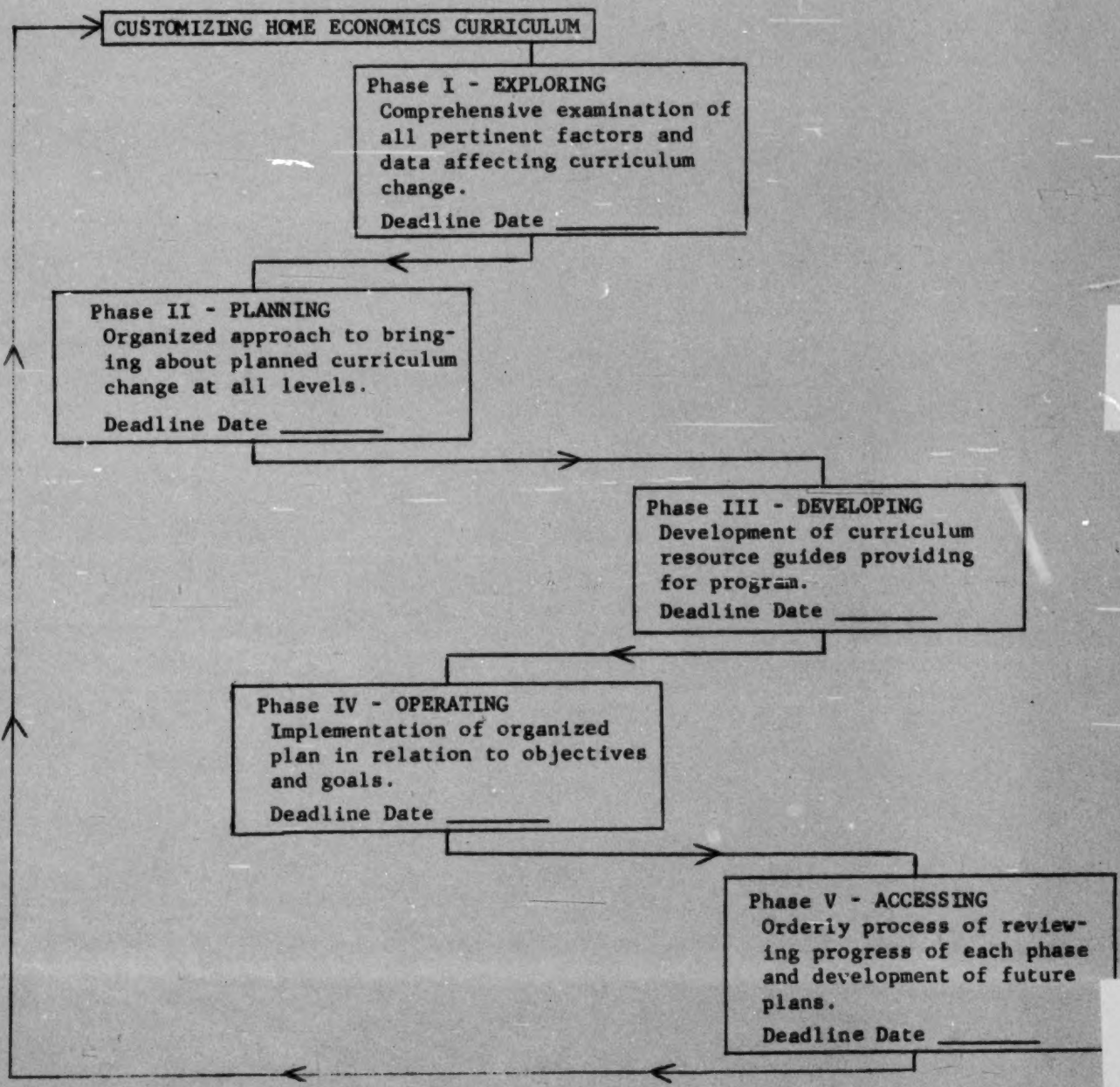
GUIDELINES FOR CURRICULUM DEVELOPMENT AND IMPLEMENTATION

"In approaching curriculum improvement in any school, it is important to recognize that changes should be made in terms of the needs of that particular community and the inadequacy of the present program in meeting those needs."[1] How can curriculum facilitators best move to resolve the discrepancy between the rate of technological change and society as it relates to the home economics programs in the school community? Modern technology applied to development of curriculum in terms of adapting a system's approach, provides the needed vehible for improving home economics curriculum in the local school district.

Local curriculum change agents may find the following five phases helpful in organizing a system's approach to:


CUSTOMIZING HOME ECONOMICS CURRICULUM
Phase I - EXPLORING
Comprehensive examination of all pertinent factors and data affecting curriculum change.
Deadline Date _____
Phase II - PLANNING
Organized approach to bringing about planned curriculum change at all levels.
Deadline Date _____
Phase III - DEVELOPING
Development of curriculum resource guides providing for program.
Deadline Date _____
Phase IV - OPERATING
Implementation of organized plan in relation to objectives and goals.
Deadline Date _____
Phase V - ACCESSING
Orderiy process of reviewing progress of each phase and development of future plans.
Deadline Date _____

[1]Ibid, page 1

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Curriculum development is facilitated when those who are to participate have reached a state of readiness and recognize the need for change.

- Initiate a self-evaluation of the present program. Leadership for this process may need to be provided by outside advisers or consultants.
- Arrange field trips to new and different type programs.
- Encourage staff to enroll in curriculum and evaluation courses.
- Provide time and expense money for staff members to attend conferences sponsored by organizations concerned with the improvement of curriculum.
- Provide time and expense money for teacher to work with state staff and appropriate teacher educators in program and curriculum development.

An understanding of community needs and resources is basic to curriculum development.

- Establish a steering committee representing the community.
- Conduct community surveys to provide needed data.
- Survey graduates to determine what learning experiences should have been offered for present roles.
- Encourage staff to become acquainted with community needs and resources.
- Interview a sampling of student body for reaction to new and recent offerings.

An understanding of the basic concerns of youth (and adults) is basic to curriculum development.

- Project competencies needed by students in 5 years.
- Recognize individual differences and needs of people in their search for self identity.
- Involve guidance in identifying the basic concerns of local youth.

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Competent leadership is essential for successful curriculum development.

- Identify individual as leader for curriculum development.
- Involve all members of the local home economics staff.
- Provide outside leadership if local leadership is inadequate.
- Include participation in career education projects, district curriculum development, and state level curriculum projects and meetings.
- Plan for longitudinal and lateral articulation.

Curriculum development is a continuous process which provides for evaluation and revision.

- Develop both long-range and short-range goals in curriculum development.
- Plan for a continuous integration of planning, evaluating, and revising.
- Emphasize the ever-evolving nature of curriculum.

Curriculum development requires adequate time and resources.

- Provide time in the teachers' annual schedule for curriculum work.
- Provide money in the budget for resources.
- Provide secretarial assistance for recording and editing material prepared by staff members.
- Provide, if needed, consultant services.

Curriculum development is more successful when the participants have achieved a certain degree of concurrence regarding educational beliefs and practices.

- Plan experiences which assist teachers to clarify self-understanding of their beliefs.
- Assist teachers to be more articulate concerning their beliefs.
- Stress points of agreement.
- Make use of the techniques of group dynamics in clarifying curriculum.

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Curriculum designed with student oriented objectives and learning activities geared to different levels provides the basis for content selection, as well as assessment of student progress and teacher success.

- Select objectives based on the needs of local students.
- Design or select learning activities appropriate to individual student needs.
- Use objectives as the basis for evaluating student progress.
- Evaluate teacher success in terms of teacher progress.

The phases of career education can make a sizable contribution to the total home economics curricula plans and goals.

- Identify the commonality factors between home economics and career education.
- Identify objectives in light of overall home economics goals for development of career activities.
- Participate in area and district career education projects.

Youth group organization activities are a planned, integrated part of the instructional curriculum.

- Relate activities to instructional program objectives.
- Involve students in planning organization programs, and where appropriate, parents, employers, and other interested adults.
- Provide activities which contribute to individual goals and growth.

State curriculum guides, in-service small group meetings, and Teacher's Idea Exchange provide ready resources for local districts to customize home economics curricula.

- Explore all available resources such as curriculum guides, new books, and media.
- Participate and become involved in the statewide curriculum developmental process.
- Make contributions to Teacher's Idea Exchange.
- Be selective and imaginative in adaptation and incorporation of ideas into local curriculum.

SUMMARY:

Customized curriculum in a local district is designed to provide a comprehensive home economics program from the Orientation, to Beginning, to Intermediate and Advanced Levels of Concepts in all five content areas for that special locale.

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LEVELS FOR CURRICULUM DESIGN

In the Arizona curriculum guides the structure includes topical outline, objectives, conceptual statements, and learning experiences. The topical outline or conceptual structure for each subject matter area provides a source of concepts for planning at all learning levels. Adaptation of some objectives and learning experiences make it possible to develop courses to meet the needs of all ages, abilities and interests. This framework also provides for articulation of individualized instruction.

The levels for curriculum design as used in this material are:

Orientation

The orientation level curriculum includes concepts and objectives which are utilized at the elementary level by various subject matter areas. Concepts are not organized into a total home economics program. Units are introductory in nature providing a first exposure to home economics content.

Beginning

A broad exploration of the total home economics program is provided at the beginning level. Basic concepts in each of the five content areas serve as a foundation for future courses.

Intermediate

Courses at this level provide greater depth within a specified content area, and are built upon preceding units or classes. This level is designed to prepare students sufficiently so that they may fulfill their role in this area successfully.

Advanced

Special courses designed for specific individual interests and needs are offered at this level. Concepts are complicated with far-reaching implications. Practical application of concepts is also stressed.

The chart PLANNING FOR A COMPREHENSIVE HOME ECONOMICS PROGRAM which follows, is designed to give a quick and easy review of concepts in all five areas organized to show the continuum from K through adulthood.

9+10

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SUGGESTED CLASS OR UNIT TITLES

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CONSUMER AND HOMEMAKING

The following are suggested titles which may aid a district in developing their own titles:

Basic Home Economics Units

NUTRITION AND FOODS
- The World of Food
- Food for Family and Friends
- Nutrition, Food and You
- Food and Science

CONSUMER EDUCATION AND MANAGEMENT
- Dollars and Sense
- Decisions, Decisions, Decisions
- Your Time and Money
- Personal Management

TEXTILES AND CLOTHING
- Teen Charm and Looks
- Beauty Box
- The Sewing Scene
- The Clothes Boutique
- Super Simple Sewing
- Fun With Fashion
- The Clothing Dollar

ENVIRONMENTAL HOUSING AND LIFE STYLES
- Creating My Environment
- Decorative Arts
- Housing Environments

HUMAN DEVELOPMENT AND THE FAMILY
- Person to Person
- Babysitting
- The World of Others
- Living With People
- Young Children
- The Emerging You
- Family Customs and Cultures
- Family Health and Home Safety

Special Interest Classes (Guided Electives)

NUTRITION AND FOODS
- Contemporary Foods
- Cuisine and Cultures
- Food Fads and Fallacies
- Creative Foods
- Convenience Cookery
- Sixty-Minute Chef
- Meals in Minutes
- *Family Meals

CONSUMER EDUCATION AND MANAGEMENT
- Consumer Action
- The Market Place
- Bachelor Survival
- Consumer Education
- *The Family Consumer
- Cash, Credit and the Consumer

TEXTILES AND CLOTHING
- Textiles Today
- Creative Clothing
- Tailoring Techniques
- Textile Technology
- Career Clothes

ENVIRONMENTAL HOUSING AND LIFE STYLES
- Interior Design
- Life Style Environments
- Housing Design
- Ecology of the Home
- Housing for Now and the Future

HUMAN DEVELOPMENT AND THE FAMILY
- Child Growth and Development
- Family Customs and Cultures
- Human Relations
- Trends in Living
- Contemporary Living
- Love, Logic and Life
- Marriage and the Family
- Roles and Goals

*May be used as basic home economics units

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OCCUPATIONAL

(To be completed later)

The chart on the opposite page, Suggested Titles and Organization, is designed to show possible organization and placement of classes or courses. These will assist local districts in planning a total district home economics offering, or may be used for a single teacher program. A blank form is included in Appendix C for convenience in organizing scope and sequence.

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SUGGESTED TITLES AND O

*Indicates Special Interest

CONTENT AREAS	DIVISION	7th	8th	9th
NUTRITION AND FOOD	CONSUMER AND HOMEMAKING	The World of Food	Food for Family and Friends	Nutrition, Food Contemporary Food
	OCCUPATIONAL	See Chart - RELATIONSHIP OF HOME ECONOMICS TO CAREER E Page 17, Chapter III - Curriculum in Transition		
CONSUMER EDUCATION AND MANAGEMENT	CONSUMER AND HOMEMAKING	Dollars and Sense	Decisions, Decisions, Decisions	Your Time and Mo
	OCCUPATIONAL	See Chart - RELATIONSHIP OF HOME ECONOMICS TO CAREER Page 17, Chapter III - Curriculum in Transitio		
ENVIRON-MENTAL HOUSING AND LIFE STYLES	CONSUMER AND HOMEMAKING	Creating My Environment	Decorative Arts	Housing Environm
	OCCUPATIONAL	See Chart - RELATIONSHIP OF HOME ECONOMICS TO CAREER E Page 17, Chapter III - Curriculum in Transition		
HUMAN DEVELOPMENT AND THE FAMILY	CONSUMER AND HOMEMAKING	Person to Person	Babysitting The World of Others	Family Health an Safety Living with Peop Young Children The Emerging You
	OCCUPATIONAL	See Chart - RELATIONSHIP OF HOME ECONOMICS TO CAREER E Page 17, Chapter III - Curriculum in Transition		
TEXTILES AND CLOTHING	CONSUMER AND HOMEMAKING	Teen Charm and Looks Beauty Box The Sewing Scene	The Clothes Boutique Super Simple Sewing	Fun with Fashion The Clothing Doll
	OCCUPATIONAL	See Chart - RELATIONSHIP OF HOME ECONOMICS TO CAREER E Page 17, Chapter III - Curriculum in Transition		

TED TITLES AND ORGANIZATION

*Indicates Special Interest Classes

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h	9th	10th	11th	12th
y and	Nutrition, Food and You Contemporary Foods*	Food and Science Food Fads and Fallacies*	Family Meals Convenience Cookery* Creative Foods*	Culture and Cu Sixty Minute C Meals in Minut
OF HOME ECONOMICS TO CAREER EDUCATION III - Curriculum in Transition			Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
ions,	Your Time and Money	Personal Management Consumer Action*	The Family Consumer Bachelor Survival* The Market Place* Consumer Education*	Cash, Credit a Consumer*
OF HOME ECONOMICS TO CAREER EDUCATION III - Curriculum in Transition			Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
	Housing Environments	Interior Design* Life Style Environments*	Housing Design*	Ecology of the For Now and th
OF HOME ECONOMICS TO CAREER EDUCATION II - Curriculum in Transition			Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
hers	Family Health and Home Safety Living with People Young Children The Emerging You	Family Customs and Cultures Child Growth and Development*	Living in Families Human Relations* Trends in Living*	Contemporary Li Love, Logic an Marriage and th Roles and Goals
OF HOME ECONOMICS TO CAREER EDUCATION II - Curriculum in Transition			Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
tique wing	Fun with Fashion The Clothing Dollar	Textiles Today* Creative Clothing*	Family Clothing Needs Tailoring Techniques*	Textile Technol Career Clothes*
OF HOME ECONOMICS TO CAREER EDUCATION II - Curriculum in Transition			Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op

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	10th	11th	12th
	Food and Science Food Fads and Fallacies*	Family Meals Convenience Cookery* Creative Foods*	Culture and Cuisine* Sixty Minute Chef* Meals in Minutes*
ON		Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
	Personal Management Consumer Action*	The Family Consumer Bachelor Survival* The Market Place* Consumer Education*	Cash, Credit and the Consumer*
ON		Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
	Interior Design* Life Style Environments*	Housing Design*	Ecology of the Home* For Now and the Future*
N		Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
	Family Customs and Cultures Child Growth and Development*	Living in Families Human Relations* Trends in Living*	Contemporary Living* Love, Logic and Life* Marriage and the Family* Roles and Goals*
N		Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op
	Textiles Today* Creative Clothing*	Family Clothing Needs Tailoring Techniques*	Textile Technology* Career Clothes*
N		Jobs, Careers and You See p. 20, Chapter II, 09.02	HERO Co-Op

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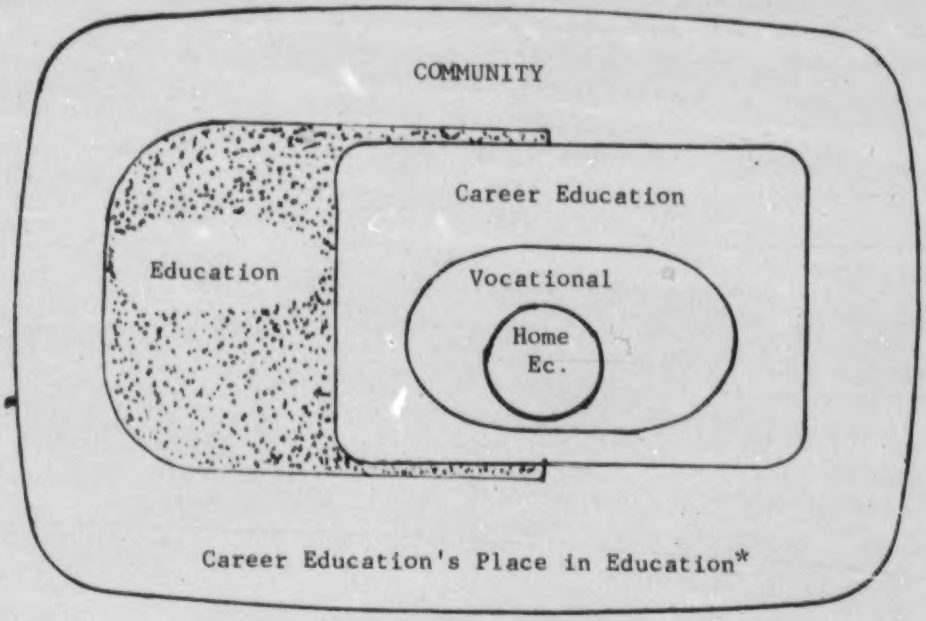
RELATIONSHIP OF HOME ECONOMICS TO CAREER EDUCATION

"Career education," as defined by the U. S. Office of Education, "is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate their values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful and satisfying to each individual."[1]



Career Education's Place in Education*

*Adapted from Career Education: A Handbook for Implementation

Home economics has a two-fold contribution to make in career education curriculum, first as consumer and homemaking education, and secondly as vocational preparation. The diagram, modified from Career Education, A Handbook for Implementation, shows the relationship of home economics to career education. Consumer and homemaking education has long used the career education themes--self-awareness, economic awareness, decision-making, attitudes and appreciation as the basis for subject matter areas in consumer education, individual and home management, and human development and the family. Recently, with the

[1] U. S. Office of Education, Career Education, A Handbook for Implementation, p. 8. U. S. Government Printing Office, 1972.

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addition of occupational home economics, the preparation phase of career education has been implemented. However, further clarification of career education themes in the home economics programs must be established before an articulated effort toward preparation for careers by all individuals can be accomplished.

The Developmental Program Goals for the Comprehensive Career Education Models, Ohio State University, Center for Vocational and Technical Education, recognizes the following themes as the basis on which to develop goals and objectives for career education:

Self Awareness	Economic Awareness
Educational Awareness	Beginning Competency
Career Awareness	Employability Skills
Decision Making	Attitudes and Appreciation

Furthermore, the U. S. Office of Education has identified occupations in fifteen clusters as follows:

Consumer and Homemaking-Related Occupations
Business and Office Occupations
Marketing and Distribution Occupations
Communications and Media Occupations
Construction Occupations
Manufacturing Occupations
Transportation Occupations
Agri-Business and Natural Resources Occupations
Marine Science Occupations
Environmental Control Occupations
Public Services Occupations
Health Occupations
Hospitality and Recreation Occupations
Personal Services Occupations
Fine Arts and Humanities Occupations

Together, the themes and clusters provide home economists with the tools needed to assist individuals in becoming self-fulfilled persons reaching the maximum of their potential in pursuing lifetime careers.

The chart, "Relationship of Home Economics to Career Education" illustrates the concepts of career education in relation to the content areas of home economics and learning levels. Outcomes relate to the various careers in home economics as established in the Career Ladders for Home Economics, Appendix C. Concepts identified in the matrix relate to the themes identified and goals established by the Comprehensive Career Education Models and the Technical Education Center for Vocational Education.

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RELATIONSHIP OF HOME ECONOMICS

CONTENT AREAS	DIVISION	K-6 CAREER AWARENESS	BEGINNING BROAD CAREER EXPLORATION
NUTRITION AND FOOD	CONSUMER AND HOMEMAKING	Recognizes relationship of food to feeling of well being and health Becomes aware of relationship of health and work Recognizes general careers associated with food and nutrition	Explores broadly skills required from food management, production, and services
	OCCUPATIONAL		Explores types of jobs making up food and nutrition cluster - occupational requirements - educational requirements - career rewards - life styles
CONSUMER EDUCATION AND MANAGEMENT	CONSUMER AND HOMEMAKING	Is aware of why people work Recognizes economic interdependence of himself, family and community Becomes aware of economic principles relating to life, family and community Is aware of the relationship of alternatives Knows how to gather information about career references	Becomes aware of economic interdependence of community, state, and national government
	OCCUPATIONAL		Formulates tentative career choices based on own values Explores careers associated with consumer education and home management
ENVIRONMENTAL HOUSING AND LIFE STYLES	CONSUMER AND HOMEMAKING	Recognizes relationship of environment, self, family, and community Is aware of the various living styles associated with working styles Recognizes general careers related to housing and home environments	Becomes aware of the interrelationship of life styles, economic security and occupational choices with worker traits
	OCCUPATIONAL		Explores careers associated with housing environment, and home furnishings - skills needed - educational requirements - career rewards - life styles - societal
HUMAN DEVELOPMENT AND THE FAMILY	CONSUMER AND HOMEMAKING	Recognizes roles and responsibilities of family, self, and others Knows cultural differences and group similarities Identifies recognition workers receive for performing occupational tasks Is aware of individual differences as they relate to values	Understands that priorities, values and goals are modified throughout life
	OCCUPATIONAL		Explores careers associated with child development and family relations (as listed under Housing)
TEXTILES AND CLOTHING	CONSUMER AND HOMEMAKING	Identifies clothing as associated with various occupations Recognizes general careers associated with clothing and textiles	Explores broadly skills required for food management, production and services
	OCCUPATIONAL		Explores careers associated with clothing and textiles - skills needed - educational requirements - life styles - career rewards - mobility - societal

OF HOME ECONOMICS TO CAREER EDUCATION

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BEGINNING	INTERMEDIATE	ADVANCED
BROAD CAREER EXPLORATION	IN-DEPTH CAREER EXPLORATION	CAREER PREPARATION
xplores broadly skills required rom food management, production, nd services	Develops beginning competences for food related careers	
xplores types of jobs making up ood and nutrition cluster - occupational requirements - educational requirements - career rewards - life styles	Explores one or two specific food related careers - job entry requirements - monetary rewards - occupational preparation - necessary aptitudes - job outlook - horizontal and vertical mobility	Applies attitudes, knowledge and skills associated with foods and nutrition Evaluates career success based upon knowledge and skill of area in relation to own characteristics
comes aware of economic inter-dependence of community, state, nd national government	Identifies steps and costs in time and money in pursual of a chosen career	Concepts related to economic awareness and decision-making
rmulates tentative career choices ased on own values xplores careers associated with onsumer education and home anagement	Explores one or two specific consumer or management careers - - - (as listed under Foods) - -	Applies knowledge and skills of consumer education and management Recognizes advantages and responsibilities of career choices Evaluates personal goals and values in confirming career plans
comes aware of the interrelationship of life styles, economic ecurity and occupational choices ith worker traits	Analyzes chosen career in terms of present and projected life styles	
xplores careers associated with ousing environment, and home urnishings - skills needed - educational requirements - career rewards - life styles - societal	Explores one or two housing or home furnishings careers - - (as listed under Foods) - - -	Applies attitudes, knowledge, and skills associated with housing and home furnishings Understands career selection as basis for life styles
derstands that priorities, values, nd goals are modified throughout ife	Recognizes psychological variables involved in interpersonal relationships Understands that individual differences contribute to positive relationships	Concepts related to self-awareness, attitudes, and appreciation
xplores careers associated with hild development and family relations (as listed under Housing)	Explores one or two child development or family relations careers - - (as listed under Foods) -	Applies attitudes, knowledge, and skills associated with child development and family relations Communicates effectively personal data to prospective employers
lores broadly skills required for od management, production and rvices	Develops beginning competences for textiles and clothing careers	
lores careers associated with othing and textiles - skills needed - educational requirements - life styles - career rewards - mobility - societal	Explores one or two textiles and clothing careers - - - (as listed under Foods) -	Applies attitudes, knowledge and skills associated with textiles and clothing Perceives self in realistic terms in proposed plans for careers

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S TO CAREER EDUCATION

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INTERMEDIATE	ADVANCED	CAREER OUTCOMES
IN-DEPTH CAREER EXPLORATION	CAREER PREPARATION	Career Ladders (Appendix C)
Develops beginning competences for food related careers		Management
Explores one or two specific food related careers - job entry requirements - monetary rewards - occupational preparation - necessary aptitudes - job outlook - horizontal and vertical mobility	Applies attitudes, knowledge and skills associated with foods and nutrition Evaluates career success based upon knowledge and skill of area in relation to own characteristics	Production Services
Identifies steps and costs in time and money in pursual of a chosen career	Concepts related to economic awareness and decision-making	Management
Explores one or two specific consumer or management careers - - - (as listed under Foods) - -	Applies knowledge and skills of consumer education and management Recognizes advantages and responsibilities of career choices Evaluates personal goals and values in confirming career plans	Production Services
Analyzes chosen career in terms of present and projected life styles		Management
Explores one or two housing or home furnishings careers - - (as listed under Foods) - - -	Applies attitudes, knowledge, and skills associated with housing and home furnishings Understands career selection as basis for life styles	Production Services
Recognizes psychological variables involved in interpersonal relationships Understands that individual differences contribute to positive relationships	Concepts related to self-awareness, attitudes, and appreciation	Management
Explores one or two child development or family relations careers - (as listed under Foods) - -	Applies attitudes, knowledge, and skills associated with child development and family relations Communicates effectively personal data to prospective employers	Services
Develops beginning competences for textiles and clothing careers		Management
Explores one or two textiles and clothing careers - - - (as listed under Foods) -	Applies attitudes, knowledge and skills associated with textiles and clothing Perceives self in realistic terms in proposed plans for careers	Production Services

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YOUTH GROUPS AS A PART OF THE CURRICULUM

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Home Economics has two youth organizations. They are (1) Future Homemakers of America related to consumer and homemaking, and (2) HERO Club for home economics related occupations.

Arizona HERO Club

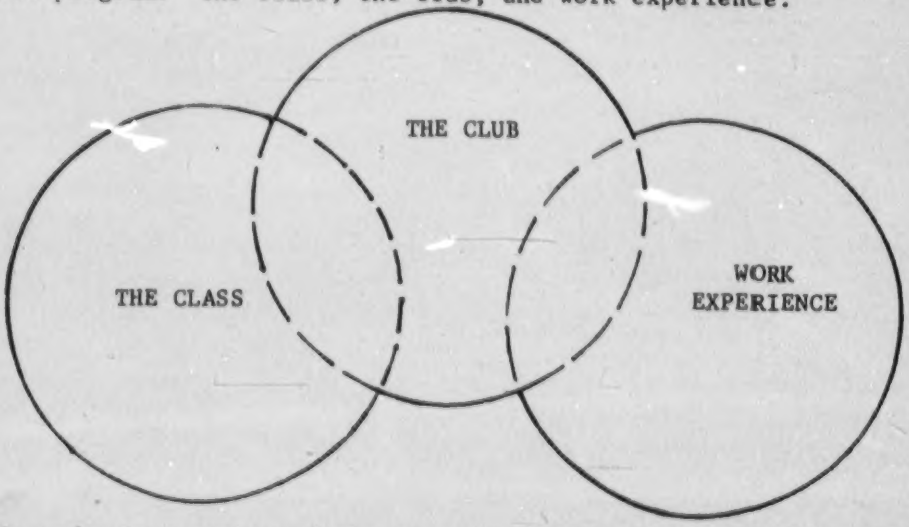
The Arizona HERO Club was organized during the 1971-72 year for students in home economics related occupations courses. Local, state, and national affiliations are possible. It is a co-curricular organization which further develops skills and attitudes necessary for career goals as well as providing opportunities for community involvement with professionals, para-professionals and business people.

Activities should relate directly to the course and training plan objective.

Goals to be emphasized include:

Development of leadership ability in individuals
Development of effective public relations
Encouragement of para-professional activities with trade and professional organizations
Further development of skills and attitudes necessary for career success

The club itself represents one of the three integral parts of the total occupational program: the class, the club, and work experience.



Each works as a member of the team to assist the individual toward his career goals.

Future Homemakers of America

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"FHA has strengthened for me the aspect of homemaking one cannot learn in a class. As a member, I have learned leadership, appreciation of individual worth, how to organize and how to get along with others. This organization has made me realize the importance of good relations and communications in the family."[1]

These words by an FHA member illustrate the contribution that Future Homemakers of America makes to the Consumer and Homemaking program. Since its inception in 1945, FHA has been an integral part of the home economics curriculum, providing a means to extend and expand classroom instruction.

A Future Homemakers of America chapter provides:

- an opportunity for students to develop leadership abilities through participation in offices and committees at the local, state and national level
- greater relevancy of classroom instruction through application of learnings in real life situations
- promotion of self-actualization through achievement of self-selected goals and recognition of accomplishments
- improved communication and relationships between youth, parents and other community members through joint participation in planning and carrying out chapter activities
- a means to publicize the home economics program and its contribution to the total education program
- enrichment of student-teacher relationships through working together in an informal setting
- increased interest and enthusiasm for the total home economics program as its contribution and value becomes more evident

The FHA chapter program of activities is built upon the needs and interests of students, and is closely related to classroom instruction. In planning chapter activities, in-depth projects which are continuous, home economics related, and attempt to solve actual problems and get real results, need to be developed. Activities of several types--service, educational, social and business--are needed to serve a variety of student interests. Examples of FHA activities related to each of the home economics content areas appear on the accompanying chart.

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[1] "It's Happening," PULSE Kit, National Future Homemakers of America, Washington, D. C.

Content Area	CONCEPTUAL STATEMENTS	OBJECTIVE	FHA ACTIVITY
NUTRITION AND FOOD	When the responsibility for adequate nutrition is accepted by the individual, family and the community, a contribution to health and wellbeing is made. (1.45 - Nutrition and Food working papers)	APPLICATION The student applies information about food assistance programs to help individuals and/or families obtain needed food.	Students hear resource speakers or use reference to find out about food assistance programs. Students develop project to help residents who are eligible, such as providing transportation for grocery shopping, helping incapacitated people apply for stamps, conducting educational programs on food stamps and nutrition.
CONSUMER EDUCATION AND MANAGEMENT	Today's consumer must choose intelligently from the various available credit sources in order to purchase effectively. (Pg. 160 - Consumer Education and Management)	COMPREHENSION The student describes various sources of available credit and the type suited to individual and family needs.	A representative of a bank or other authority presents a talk at a chapter meeting on the advantages and dangers of credit and installment buying. Invite parents to attend the meeting.
ENVIRONMENTAL HOUSING AND LIFE STYLES	When one recognizes available resources, this may tend to encourage improvement in areas where housing fails to meet the needs of individuals. (Pg. 76 - Environmental Housing and Life Styles)	APPLICATION The student is able to use available resources to improve housing situation for himself or others.	Chapter adviser or resource person displays items which improved a housing situation. E.G., dried flower arrangements, wall hangings, brick and board bookcases, etc Members suggest other items and develop a project for personal use or volunteer services for community improvement.
HUMAN DEVELOPMENT AND THE FAMILY	When one examines a variety of life styles, the contribution home economics education makes to each becomes evident.	COMPREHENSION The student describes various life styles of women and the value of home economics education in each situation.	A panel composed of a full-time homemaker, a married career woman, a single working woman, and a single parent discuss the problems, satisfactions and their feelings about their particular situation at a chapter meeting Members consider how home economics education would be helpful in each situation.
TEXTILES AND CLOTHING	Comparative shopping may aid the consumer in making the best use of his available resources.	ANALYSIS The student analyzes clothing purchases for quality in relation to price.	Members conduct a survey of clothing buying practices in their school; i e., shoes, sweaters, coats or grooming aids. Summarize findings, evaluate and draw up guidelines to help students in shopping.

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CHAPTER IV

LEARNING CENTERS DESIGNED FOR CONTEMPORARY HOME ECONOMICS CURRICULUM

Introduction

"Learning Centers" as used in this material refers to functional facilities designed to meet the needs of the emerging curricula in both consumer and homemaking programs and employment programs in occupations related to home economics.

The information provided in this chapter is based on the objectives for home economics as stated in Chapter I. In designing learning centers for local school districts, it will be important to plan and equip facilities to attain these objectives and meet the needs of the local district.

The administrative staff developing plans for the learning center will consult with the home economics staff, advisory committee members and the local and state home economics supervisors. This group will cooperatively establish philosophy and program needs relating to home economics education. The combined efforts of this group will help to develop a functional facility.

The following questions will assist the planning group to determine the type, size, location and arrangement of the facility.

What are the present trends in home economics education?

What community needs affect the course offerings?

What types of home economics programs will be offered? (See Chart)

- Education for Consumer and Homemaking
- Education for Employment

What age groups will use the facility?

- Pre-school pupils
- Elementary pupils
- Secondary pupils
- Out of school youth and adults including elderly
- Community or other school groups

What special groups will be enrolled in addition to regular classes?

- Handicapped
- Disadvantaged

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What equipment and facilities are needed to teach pupils the emerging curricula?

What equipment and facilities are needed to provide a variety of learning experiences for all age groups to be served?

Development of Functional Facilities

Learning centers provide for the five areas of instruction included in the conceptual structure of home economics. These areas are:

Human Development and the Family

Home Management and Family Economics

Food and Nutrition

Housing and Home Furnishings

Textiles and Clothing

Within each of the above areas, provision must be made for a variety of learning experiences. Special consideration needs to be given to space and equipment required for class discussion, demonstration, experimentation, conference, skill development, and individual study and reference.

With the facility designed around the types of educational experiences which occur in each learning center, it is important that all space and equipment provide for flexibility to meet the new demands in education resulting from the rapid technical and sociological changes. A flexible facility provides the opportunity for many varied learning experiences in the contemporary curriculum. Some ways in which flexibility may be achieved are:

Provide movable room dividers to create areas for individual study, conference, and varied size activities;

Provide equipment and furniture to adapt the room for a variety of learning activities;

Provide mobile storage units which may serve multiple purposes;

Provide accessible storage space for equipment not currently in class use; and

Provide for easy replacement of equipment.

Combination of Learning Centers

The number and type of learning centers within a school is determined by the projected program. There may be a center for each area or combination of areas of instruction within the learning centers depending upon curriculum to be offered, the projected enrollment, and the number of teachers employed. The following are suggested combinations:

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Secondary (9-12) and Adult

5 teachers
1. Human Development and the Family
2. Nutrition and Foods
3. Home Management and Family Economics
4. Housing and Home Furnishings
5. Textiles and Clothing

4 teachers
1. Human Development and the Family
2. Home Management and Family Economics - Housing and Home Furnishings
3. Nutrition and Foods
4. Textiles and Clothing

3 teachers
1. Human Development and the Family
2. Home Management and Family Economics - Nutrition and Foods
3. Housing and Home Furnishings - Textiles and Clothing

2 teachers
1. Home Management and Family Economics - Nutrition and Foods
2. Housing and Home Furnishings - Textiles and Clothing
   Living center used by both teachers for Human Development and the Family

1 teacher
One room to provide for all areas of instruction

Middle School (5-8) Junior High School (7-9)

Same combinations of learning centers for 1, 2, or 3 teachers as indicated for the secondary and adult level may be employed; however, the exploratory nature of this age group requires a greater variety of learning experiences. A curriculum developed around the project method of teaching necessitates multiple use of each learning center and reduces the number of similar work stations required. Communication with the other practical and fine arts departments promotes the development of the unified arts program.

Elementary School (1-6) or Primary (K-4)

In some instances a homemaking facility is provided but portable equipment may be used in the elementary classroom or all purpose room if a homemaking facility has not been included. Provide storage for equipment and supplies.

Nursery or Pre-school

Use the suggested facility for Human Development and the Family.

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Factors Affecting the Architectural Design

Learning centers designed by the criteria developed in this material will have space for learning - space that will survive changes in learning as well as changes in teaching techniques.

If the department can be located in a wing with an outside entrance, the department may be closed off from the remainder of the building for adult classes and community uses. Such an arrangement saves the expense of heating and lighting other parts of the building. A separate entrance for the play school does not disturb other areas.

In Arizona, maximum space allotments are determined by the local district and are subject to change. However, it is recommended that at least 1000 square feet be allocated for each learning center. A multiple of this would be the basis for the total space. Program offerings as established by the community planning group may necessitate additional space. Realistic planning for future enrollments and programs may indicate the need to locate the department where expansion can keep the entire facility as a compact unit.

It is generally accepted that the class size for effective learning in home economics varies from 10 to 24 pupils. The number of pupils, the placement and use of equipment and the varied activities during class periods require consideration. Skill development areas may be more effective if even a lesser enrollment is maintained. Ease of supervision of the entire area by the instructor affects arrangement within the learning center. These factors of class size, the number and identification of learning centers and the arrangement of equipment in each center are paramount decisions to be made by the local planning group. The facility can then be designed to meet the established program objectives.

The following factors should be considered in the development of facilities for the home economics department:

Location

A first floor location facilities:

1. delivery for supplies and equipment and removal of waste,
2. accessibility to adults and adult use,
3. accessibility to a safe play area for nursery school,
4. accessibility to utility installations.
5. exterior exit as safety precaution.

Heating, cooling, ventilation and plumbing

Adequate heating, cooling and ventilation must be provided for all possible room arrangements. Where movable walls are used, special consideration must be given to each identifiable area for both heat and ventilation. A temperature of 70° at a 30" height should be maintained for the entire time classes are in session. A relative humidity of 45 percent is recommended.

Type of heating and cooling systems used need to be recessed in the walls, if possible, to permit maximum use of wall space.

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Ventilation should provide for sufficient air change as determined by each area. Areas of excess grease, steam or fumes may require a separate system. (Kitchen, workroom, powder room, laundry).

Plumbing should be readily accessible for maintenance.

Lighting, electrical outlets and gas supply

Adequate illumination without glare or shadows is essential in all areas. The brightness balance must be related to the range of activities requiring close attention for both day and evening classes.

Areas requiring special lighting are display, demonstration, and special work centers.

Both 220 and 110 electric lines should be available as needed in predetermined locations.

Electrical outlets should be placed on all sides of the room and on work counters to accommodate movable appliances.

Both gas and electricity supplied to all applicable stations permits flexibility in choice of equipment and appliances.

Utility lines must be permanently installed.

Walls and floor finishes

The entire area should receive a harmonious treatment.

The floor and wall finishes should be selected on the basis of maintenance required as well as aesthetic effect desired.

Windows and doors

Fenestration should be planned to provide for its best use of wall space.

Fenestration presents no problem if adequate ventilation and lighting are provided.

Doors should be of adequate size to permit movement of equipment and flow of traffic.

Entrances may be designed to create a homelike atmosphere.

If located on the ground floor, an exit to a court or lawn area facilitates the use of ground as a play area for the nursery school program or for teaching certain phases of the program such as patio cooking and entertaining.

Sound Control

Sound control is necessary when facility planning is developed around the concept of changing room sizes for various activities.

Movable or demountable partitions should have the acoustical properties of fixed, conventional walls.

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Storage

Sufficient storage is defined in each selected learning center should be an integral part of the department.

Portable storage units may be considered to increase the use of space.

Additional storage space may increase flexibility in use of space within the department.

Visual Aids

Facility should be so planned that the teacher may be able to use any instructional material or equipment that will make for the best learning experience.

Installation of cables for closed circuit television should be considered.

Supplemental Information on Learning Centers

The charted material which follows is designed for easy use in planning learning centers for teaching:

Human Development and the Family
Home Management and Family Economics
Foods and Nutrition
Housing and Home Furnishings
Textiles and Clothing

The charts are divided so as to answer questions on planning, designing and equipping the facilities to be used in teaching both homemaking and the home economics programs for employment. Special emphasis is given to provide areas in both types for:

Discussion	Individual Study and Reference
Demonstration	Experimentation
Conference	Skill Development

The diagrams of layouts for home economics facilities in each area (see appendix) give suggestions for planning learning centers.

HUMAN DEVELOPMENT AND THE FAMILY
LEARNING CENTER

CONSUMER AND HOMEMAKING EDUCATION		OCCUPATIONAL HOME ECONOMICS EDUCATION	
Description	Equipment	Description	Equipment
Conference Area Individual and small group conferences are an important consideration in this Curriculum Area. Privacy should be possible.	Teacher's desk and one or two comfortable chairs. Round (or two trapezoidal) tables seating six with chairs. File cabinets.	The conference area is especially important for occupational training in child care services. Conferences will involve parents as well as the teacher and pupils.	Teacher's desk and one or two comfortable chairs. Round (or two trapezoidal) tables seating six with chairs for small group conferences. File cabinets.
Skill Development Area Kitchen facilities should be provided where students may prepare food for hospitality, for "family" occasions, and for the short-term nursery school. The addition of a breakfast nook would serve for small group discussions, planning conferences and individual work,	Attractive living room and dining room furniture of a flexible type which will lend itself to various arrangements. Unit kitchen with double bowl sink dishwasher double oven range (or equivlent in surface units and wall ovens) refrigerator with sizable frozen food compartment breakfast nook	Skill Development Area The skill development area will need to be developed to fit the needs of the occupational training program which is to be offered. For instance, training for a Family Dinner Specialist would require emphasis on kitchen and dining facilities, dishes, silver, linens, etc. The addition of a nursery school for child care services would require: . Kitchen & menu planning area . Reception area & toilet facilities . Indoor & outdoor play areas- Indoor play area should have radiant heating in floor unless floor has heated room underneath . Clothing Care Center . Observation booth with one-way glass panel . Individual work area . Additional storage area	For more specific suggestions on furnishing and equipping a nursery school, see "Preparing for Employment in Child Care Services in Pennsylvania Schools" issued by the Department of Education, Box 911, Harrisburg, PA 17126 Cash (25¢) a copy.

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CONSUMER AND HOMEMAKING EDUCATION		OCCUPATIONAL HOME ECONOMICS EDUCATION	
Description	Equipment	Description	Equipment
Storage Area The storage area should be carefully planned. Space should be utilized as efficiently as possible		A small storage room should be provided for the storage of nursery school supplies.	
Reference Area	Book shelving and storage for magazines and pamphlets.		Book shelving and storage for magazines and pamphlets.

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MANAGEMENT AND FAMILY ECONOMICS LEARNING CENTER

Area	CONSUMER AND HOMEMAKING EDUCATION		OCCUPATIONAL HOME ECONOMICS EDUCATION	
	Description	Equipment	Description	Equipment
Discussion	Space for discussion for total class or small groups located convenient to storage.	Trapezoidal tables, stacking chairs, display boards, chalkboard, projection screen, showcase, audio-visual equipment and materials.	Space for total class or small group,	Equipment similar to that listed under family centered.
Demonstration	Provide opportunity to conduct demonstrations with variety of kitchen, home organization and maintenance, home nursing, and home accounting equipment.	Demonstration base cabinet on casters with lock electrical outlet, storage drawers, shelves and overhead mirror. Equipment under skill development also to be used in demonstrations.	Special training for home related occupation of demonstrator.	Same equipment as listed under skill development with additional storage space as needed.
Conference	Individual conferences to be conducted in teacher's work area in one corner of room.	Table or desk and chairs as provided for teacher's work area.	Space in teacher's work area.	Table or desk and chairs.
Individual Study and Reference	Quiet place free from distractions with adequate lighting and space for writing.	Shelves for books, pamphlets, and periodicals, files for reference materials, and storage for audio-visual materials, and for individual projects. Facilities for programmed learning materials. Same tables and chairs used for discussion area.	This would be the same as under family centered.	Additional storage needed for reference materials pertaining to wage earning.

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Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Experimentation	Experimentation with arrangement of work centers and types of storage. Space to conduct time and motion studies and to test equipment.	Mobile base cabinets with low counters, variety of storage arrangements, such as step-up shelves, vertical dividers, peg boards etc. Much of equipment under skill development could be used for experimentation.	The description under family centered applies. Additional space needed for work arrangements, time and motion studies, and testing of equipment.	An additional number and a greater variety of appliances.
Development	Skill development of management in: Meal planning and preparation. Care and repair of household furnishings and equipment. Caring for clothing and household linens. Home care of the sick. Household accounting.	<u>One Kitchen Unit</u>: Large appliances--dishwasher, refrigerator-freezer or separate units, gas and/or electric range. Portable appliances: toaster, mixer, frying pan, can opener, waffle iron. Sink, counter tops (36" and 32" from floor). Storage--to include base and overhead cabinets with special storage for trays, cups, silver, and small appliances. <u>Household Care and Repair Unit</u>: Upright cleaner, canister type cleaner, hand type cleaner, scrubber-polisher, mops, brushes and brooms, storage for cleaning utensils, work bench, storage for household tools and paint, fire extinguisher and blanket.	Skill development of management in the same areas as listed under family centered program with application to related home and institutional occupations: (executive housekeeper, homemaker's assistant, maintenance worker, hotel-motel aide, laundry worker.)	The equipment listed under family centered would be utilized with the following additions: Cleaning cart. Linen cart of type used in motels and other institutions. Heavy duty cleaning equipment.

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Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Skill Development (cont'd.)		One Laundry Unit Single laundry tray, washer, dryer. Irons and ironing boards. Storage cabinets for soaps and detergents. One Home Sewing Unit One free standing and one portable sewing machine with table. Free standing adjustable and built-in ironing board. Storage for dry and steam irons. Home type closet for hanging garments. Storage for the organization of thread, trimmings, scissors, patterns, cloth. One Home Nursing Unit Home type bed or single bed of "Murphy" or studio bed of hotel type. Storage cabinet for equipment for care of sick in the home-bed blocks, bed tray, improvised back rest, etc. Family medicine closet. Storage place for pillows, bed linens and blankets. Household Accounting Unit Home type desk, book shelves and file for keeping of household accounts.		Small steam presser (optional) Power sewing machine Hospital type bed, bedside cabinet and overbed serving table.

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FOODS AND NUTRITION LEARNING CENTER

Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Discussion	Space for total class or small group discussions located near the demonstration area.	Tables-trapezoidal or folding Chairs - stacking Display board Chalk board Projection screen Storage for charts, film strips, transparencies and audio-visual equipment.	Space for total or small group discussion may be the same space as used for family living area or may be a separate area located near the demonstration area.	This area requires the same type of equipment as that required for the family living discussion area.
Demonstration	Space to conduct demonstrations of food preparation and serving techniques. This area may be designed and equipped as a part of the discussion area. A well designed home type kitchen located near the work space is adaptable for demonstration purposes.	Work space for demonstration purposes, provided with an overhead mirror mounted either on the portable work space or on an overhead track.	Space to conduct demonstrations of quantity food preparation and serving techniques. An area planned for food preparation could be used. Space for chairs should be conveniently located and easily rearranged.	Equipment used in quantity food preparation area.
Conference	Space in discussion area or teacher's work for individual or group conferences.	Tables and chairs arranged informally.	Space in teacher's work area for individual or group conferences.	Tables and chairs arranged informally.
Individual Study and Reference Center	An area where a student works on an individual basis, such as: reading writing, experimenting, viewing and testing.	Table or counter and chairs. Book shelves, magazine racks, chart drawers.	The same area or type of area as provided for the family centered program.	The same equipment is required for this area as for the family centered one.

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Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Experimentation	An area where a student or group of students could conduct simple food analysis, taste and test new foods, test small equipment and utensils, conduct time and motion studies, animal feeding and other nutritional experiments and studies related to bacteriology.	Work space with a protective covering. Quick heating electronic range. Sink Lower counter with stools and chairs. Titration table Gram scales Portion scales Microscopes Test tubes Petri dishes Bunsen burner Animal experimentation unit.	An area where various methods of preparation can be tested, time and motion studies conducted, and sanitation methods evaluated.	Equipment provided in the preparation area may be used.
Skill Development	Modified home kitchen units where students can work individually or in groups	Work counters and portable tables Ranges-electric or gas with ovens Sinks Waste disposals Refrigerator-freezer Dishwasher Storage for dishes, utensils and supplies.	A facility designed to provide instruction in commerical and institutional food service prior to a cooperative work experience.	Institutional ranges Deck or convection oven Steamer Steam jacketed kettle Work tables Sinks Refrigerator Bins for storage of dry ingredients Utensil rack or cabinet Mixer Scales
	A serving area where family sized groups can be served in a variety of ways.	Tables Chairs Server or buffet Storage for linens, china, silverware, etc.	An area where several groups of varying sizes could be served. The facility should provide for serving at least 25 persons. For more specific suggestions on furnishing and equipping, see "Curriculum Guide for Food Service Instructional Programs in Pennsylvania," Dept. of Education, Box 911, Harrisburg, PA. 17126 Cost (25¢).	Tables of a variety of sizes and shapes Server Waitress station

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HOUSING AND HOME FURNISHINGS LEARNING CENTER

Area	CONSUMER AND HOMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Discussion	Space for total class or small group discussion. Living center may be adapted.	Living Center furniture. Folding or stackable chairs. Audio-visual materials	Space for total class or small group discussion.	Similar equipment as required for family centered program.
Demonstration	Space to conduct demonstrations related to home furnishings and housing.	Well lighted area with overhead mirror and work surface. All equipment and supplies listed under skill development may be utilized.	Space to conduct demonstrations related to occupational training for housing and home furnishing fields.	Equipment similar to that necessary for a family centered program.
Conference	Space within the living center may be utilized for individual or group conferences.	Table and chairs. Reference materials.	Space within the living center may be utilized for individual or group conferences.	Table, chairs, reference materials.
Individual Study and Reference Center	Well lighted area where student may write, read, conduct research on individual basis.	Flat surface (table or counter), chairs, reference materials	Area similar to that in family centered program	Table, counter tops, chairs, reference materials.
Experimentation	Area where individuals or groups may work on projects involving research and study in the field of housing and home furnishings.	Work surface such as table top or counter space and access to materials listed under skill development.	Description under family centered facility applies.	Work surface well lighted with access.

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Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Skill Development	Space for individual to develop techniques necessary to the housing and home furnishings fields.	Movable panels to display drapery facrics and curtain materials; window type may be utilized in department or could be mounted on sliding or revolving racks. Living Center furniture, kitchen and dining furniture and equipment; cleaning supplies and equipment; laundry supplies and equipment; lights and lighting supplies; sewing and pressing equipment; supplies and equipment for refinishing furniture. Medicine cabinet, linen storage, china and glass storage, wardrobe storage. Materials for flower arrangement, Accessories -- vases, lamps, pictures, decorative articles, visuals-posters, pictures, films.	Space for skill development in occupational fields related to Housing and Home Furnishings: Drapery production Upholstering Slip cover production Furniture refinishing	Equipment as suggested for family centered program, small hand sander (electric), exhaust fans, long wide tables, pieces of plywood 4' x 8', power machine (sewing).

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CLOTHING AND TEXTILES
LEARNING CENTERS

Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Discussion	Space for discussions to accommodate large and/or small groups.	Lightweight durable tables, stack type chairs, audio-visual equipment.	Space for large and/or small group discussion, this could be a section of the workroom.	Lightweight tables, stack type chairs.
Demonstrations	Space to conduct demonstrations. This may be located in or adjacent to the discussion area. The area should contain water supply special lighting and adequate electrical outlets.	Table with adjustable overhead mirror. Equipment listed under skill development may be utilized.	Space to conduct demonstrations located in or adjacent to discussion area. Special attention should be given to utility lines, water supply, electrical outlets, and special lighting.	Tables with adjustable overhead mirror. Equipment as listed under skill development for occupational training may be utilized.
Conference	Space to conduct individual or small group conferences located in the discussion or teacher work area	Tables or desk, stack type chairs.	Space to conduct individual or small group conferences. Part of the discussion or teacher work area could be utilized.	Tables and/or desk stack chairs.
Individual	Space for individual or small group activities.	Tables and chairs Storage space for illustrative, reference, and audio-visual equipment and materials. Portable machines. Equipment listed under experimentation and skill development. (Additional portable machines and attachments can be stored for specialized work.)	Space for individual or small group activities.	Tables and chairs. Storage space for illustrative, reference, and audio-visual equipment and materials. Drawing boards, power machines, pressing equipment, specialized power machine heads can be stored for special use.

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Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
Experimentation	Area where individuals or small groups work on projects involving research and study. Area should contain gas and electric lines, special lighting and water supply.	Stainless steel sink. Work counters with chemical resistant tops. Simple textile testing equipment. Laundry equipment. Sewing machine and supplies. Pressing equipment. Bunsen burner. Microscopes. Fire extinguisher.	Area where individuals or small groups work on projects involving research, testing and study. Utility lines for electric and gas, water supplies and additional lighting should be included.	Stainless steel sink. Work space-counter or tables of various heights with laminated plastic tops. Simple textile testing equipment. Small table looms. Laundry equipment including washer and dryer. Microscopes. Bunsen burner. Fire extinguisher. Equipment listed under skill development for occupational training.
Skill Development	Space and equipment to develop skill in selection, care, maintenance and construction of clothing and textiles arranged for optimum use of pupil time and motion.	Cabinet and portable type sewing machines. (Maximum number 1 to 2 girls.) Work space-counters, tables of various heights. Adjustable ironing boards and pressing equipment. Storage-individual project drawer and wardrobe. Storage-equipment and supplies. Dressing area. Triple mirror adjustable full length. Adjustable dress form, materials and supplies needed in study and construction of clothing.	Space for industrial equipment that may be placed in a work flow pattern similar to industry. Space should be allocated to represent a home business center.	Sewing machines-cabinet and portable. Power machines-single needle and special types. Work space-tables and counter of various heights. Special tops for drapery making. Industrial pressing equipment. Steam press. Steam generator. Storage-bundles of piece work fabric. Storage - equipment and supplies. Sizes dress forms. Pressing rooms. Triple mirrors - adjustable full length.

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Area	CONSUMER AND HOMEMAKING EDUCATION Description	Equipment	OCCUPATIONAL HOME ECONOMICS EDUCATION Description	Equipment
				Equipment, supplies and storage necessary for a home business sewing center - this would be similar to kind found in family centered program. Materials and supplies as used in industry for clothing construction. For additional information see, "Preparing for Employment in Clothing and Home Furnishings Service," Department of Education, Box 911, Harrisburg, PA. 17126 - Cost (35¢).

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Credit is given to materials used for reference previously developed by the Department of Education, Harrisburg, PA. - Revised - November, 1969

Additional Bulletins:

Guide for Planning the Home Economics Department. The Ohio State University, 1885 Neil Avenue,Columbus, Ohio 43210. October, 1964.

A Guide for Planning Facilities for Home Economics Occupational Preparation Programs. The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. August, 1968.

The Physical Learning Environment for Teaching. Home Economics Occupational Education. New York. The University of the State of New York, Albany. 1969.

Planning Functional Facilities for Home Economics Education. Office of Education, U. S. Department of Health, Education and Welfare. Washington, D. C. 20202. 1965 OE-83015.

CHAPTER V

EVALUATION

Evaluation is a continuous process by which each individual and group checks progress toward recognized, desirable, clear-cut goals. The 1967 ASCD publication, Evaluation as Feedback and Guide, (Part One, Page 1)[1] raises the question which faces each person involved in education, "How to use evaluation as a positive force toward better teaching, better learning and a better balanced curriculum.....What is evaluation, really? What does it have to contribute to the fundamental tasks of education? Where does it fall short? How do we get from where we are to where we want to be?"

The technologies of automation and cybernation have introduced new methods and terminology into the evaluative or assessment process. One term being used concomitantly with evaluation is "feedback." Regardless of the methods used to secure feedback on educational programs the use is the same - it gives direction as to where and what the next move is. It shows what happens to the learners. Decisions are made on what the perceptions are on progress being made and in terms of what is hoped to be achieved. In other words, do the evaluative methods being used give, "the feedback that is needed when it is needed, to the persons or groups who need it."

CONCEPTS FOR EVALUATING HOME ECONOMICS EDUCATION PROGRAMS

1. Self-evaluation is fundamental for development of a valid and healthy self-image of both students and teachers.

2. Total school philosophy and objectives are considered in evaluating the home economics education program for continued growth and improvement.

3. Learning and teaching are moved forward by constant probing and diagnosing of the instructional program by both students and teachers.

4. Records provide accountability for making judgments in terms of predetermined goals.

5. Continuous evaluation provides relevant answers for making decisions on curriculum development and educational policy.

An organized plan for collecting and channelling data to the right centers at the right time becomes an important responsibility of each person involved in the development of programs. The five previously stated concepts were used as the basis for the development of the evaluation devices for assessment of present program and for future curriculum development. The devices are designed to be used for occupational, adult, consumer and homemaking regular and depressed programs. In addition to these evaluation techniques the Research Coordinating Unit of the Department of Vocational Education acts as a clearing house for vocational data. Districts may wish to avail themselves of the data and utilize in terms of current program status.

These evaluation devices may be used by administrators, teachers, supervisors, advisory committees and other resource persons.

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[1] Wilhelms, Fred T. Edit. Evaluation As Feedback and Guide. Association for Supervision and Curriculum Development, NEA. Washington, D. C. 1967.

State Department of Vocational Education
1333 West Camelback Road
Phoenix, Arizona 85013

HOME ECONOMICS EDUCATION
REVIEW FORM FOR OCCUPATIONAL PROGRAMS

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GENERAL INFORMATION

Name of Building _____ Address _____ Zip Code _____

Name of District _____ Address _____ Zip Code _____

Name of Chief School Administrator _____ Title _____

Name of Instructor _____

Course Title _____ OE Code Number _____ RCU Class Code _____

Sources of Funding: Vocational _____ District _____ Other _____

Enrollment	Male	Female	Total
Grade 9			
10			
11			
12			
Post Secondary			
Adult			

Length of instructional program: No. of years _____ Clock Hours Per Year _____

PROGRAM ORGANIZATION

How are pupils scheduled in this course?

Half day sessions _____

Morning sessions _____

Afternoon sessions _____

Full day sessions _____

How many weeks does the course meet during the school year? _____

How much time is devoted to the program during June, July and August? _____

Other _____

_____

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CURRICULUM

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is the curriculum organized around knowledge and skills required for specific occupations?			
2. Is the curriculum based on a logical sequential development of skills?			
3. Is the curriculum geared to all ability levels?			
4. Is the curriculum based on both knowledge and skills?			
5. Is sufficient time allotted to develop the necessary competencies?			
6. Is the curriculum sufficiently broad in scope to train for a cluster of jobs?			
7. Does the curriculum help the student develop an understanding of the world of work?			

COOPERATIVE WORK EXPERIENCE

	YES	NO	SUGGESTIONS FOR CHANGE
1. Are students selected for the program by career interest?			
2. Does teacher-coordinator have the necessary occupational experience, occupational course, and coop course to be certified?			
3. Does the advisory committee function on a regular basis to support and advise on the program?			
4. Does the teacher-coordinator visit each training station once every two weeks to provide the student with supervision and liaison with the training sponsor?			
5. Is a training plan and agreement established for each student with respective training sponsors?			
6. Is the number of students in the program limited to 20-25?			

INSTRUCTIONAL PROGRAM

	YES	NO	SUGGESTIONS FOR CHANGE
1. Does classroom instruction reflect the objectives and philosophy of the training program?			
2. Do the techniques develop standards of performance acceptable for job entry level?			
3. Is there a variety of teaching techniques?			
4. Are field trips used as a planned learning experience?			
5. Are resource persons utilized?			
6. Are federal and state regulations related to the occupation an integral part of the program?			
7. Is the work experience organized in compliance with regulations?			
8. Is the work experience planned, coordinated and evaluated by the instructor?			
9. Is there adequate supervision of classroom activities?			
10. Does the classroom climate encourage self discipline and self direction?			

PHILOSOPHY AND OBJECTIVES

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is there a program philosophy for the course which is consistent with that of the total school?			
2. Are program objectives clearly defined?			
3. Are program objectives realistic in terms of pupil needs and employment opportunities?			
4. Has the local advisory committee assisted the educational staff in developing philosophy and objectives?			

INSTRUCTIONAL MATERIALS AND SUPPLIES

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is a textbook used in the course? Name _____ Author _____			
2. Are appropriate instructional materials available and used? i.e., magazines - visual aids			
3. Are the necessary supplies available?			

SPACE AND EQUIPMENT

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is space provided for group activities such as: Skill Development Demonstration Discussion Individual Study Conference Experimentation			
2. Is the equipment adequate to provide for a planned sequence of learning experiences?			
3. Has sufficient equipment been provided to develop the needed competencies?			
4. Is all the equipment being used to develop the needed competencies?			
5. Is the equipment provided the kind that is used in industry?			
6. Is the equipment available and utilized during the regularly scheduled class periods?			
7. Is storage space provided for supplies and equipment?			
8. Is the storage area convenient to the classroom and easily accessible for deliveries?			
9. Is the equipment maintained in good working condition?			

EVALUATION

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is the program evaluated in relation to its philosophy and objectives?			
2. Are program objectives evaluated periodically and adjusted to meet changing industrial and educational needs?			
3. Is the growth and development of the student the central focus of the program?			
4. Is the developmental progress of enrollees used for guidance and placement?			
5. Is there a plan for job placement and follow-up?			
6. Are follow-up records of drop-outs and graduates available?			
7. Do pupils participate in the evaluation of their progress?			
8. Is evaluation achieved through the use of a variety of techniques and devices?			

PERSONAL DATA CONCERNING EACH TEACHER

This sheet should be completed by each teacher

Name of Teacher _____

School Address _____

Home Address _____

EDUCATIONAL BACKGROUND (List Chronologically)

	Name of School	Years Attended	Year of Graduation	Degree Granted
High School				
College				
Other				

TEACHING EXPERIENCE

Position	Name of School	Location City & State	No of Years	Dates

WORK EXPERIENCE

Type of Work Experience	Place City and State	No of Years	Dates

PERSONAL DATA continued

ADDITIONAL EDUCATION

What courses or workshops have you taken other than those included on other page?

Course or Workshop	Credit	Length of Course	Dates	Place

What type of certification do you have?

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State Department of Vocational Education
1333 West Camelback Road
Phoenix, Arizona 85013

REVIEW FORM FOR CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Name of School _____ Address _____ Zip Code _____

Name of District _____ Address _____ Zip Code _____

Name of Chief School Administrator _____ Title _____

Name of Instructor _____

COURSE TITLE	Hrs. per week	No. of weeks	O.E. Code	R.C.U. Code	Elective	Required

Enrollment	Male	Female	Total
Grade 9			
10			
11			
12			
Post Secondary			
Adult			

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CURRICULUM

	YES	NO	SUGGESTIONS FOR CHANGE
. Is the program broad including all areas of home economics: human development and the family, consumer education and management, nutrition and foods, housing and home furnishings, and clothing and textiles?			
2. Is consumer education included in all courses?			
3. Is there a separate consumer education course offered as part of the home economics curriculum?			
4. Is special emphasis placed on preparation for the dual role of family member and wage earner?			
5. Is nutrition education strongly emphasized?			
6. Is the course content and learning experiences realistic, based on needs of students in the community?			
7. Is a chapter of Future Homemakers of America organized as an integral part of the program?			

PHILOSOPHY AND OBJECTIVES

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is the program articulated from all age levels, providing for increasing complexity and depth of learnings?			
2. Are programs, when appropriate, provided which give special emphasis to meeting the needs of the disadvantaged student?			
3. Does scheduling permit students to enroll in elective as well as comprehensive home economics programs?			
4. Are parents and other community members, such as an advisory committee, involved in planning, implementing and evaluating the curriculum?			
5. Is home economics education available to out-of-school youth?			
6. Is home economics education available to adults?			
7. Are the objectives of the home economics program clearly stated in measurable terms?			
Are various means used to inform students, faculty, parents and community of the home economics program?			

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EQUIPMENT AND SPACE

	YES	NO	SUGGESTIONS FOR CHANGE
1. Are the furnishings and equipment practical, keeping within community standards of living, and also offering a challenge for improvement?			
2. Is the department attractive, inviting, clean and orderly?			
3. Is adequate storage available for equipment, utensils, supplies, books, audio-visual aids, and other teaching materials?			
4. Is maximum use made of all facilities and equipment?			
5. Are class enrollments appropriate for facilities available?			
6. Are equipment, facilities and instructional materials available for teaching each area of consumer and homemaking education?			

EVALUATION

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is the teacher able to cite evidence that the consumer and homemaking program is improving the quality of home and family life?			
2. Is the program continuously evaluated and the information obtained used as a guide for future program development?			
3. Does the teacher submit enrollment data and other reports as requested to the state office by the date indicated?			
4. Does the teacher hold a vocational home economics certificate?			
5. Does the teacher keep up-to-date through course work and in-service training?			
6. Does the teacher participate in professional meetings and other activities for professional growth?			

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INSTRUCTIONAL PROGRAM, TECHNIQUES AND MATERIALS

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is the learning situation enriched through use of effective instructional techniques and materials?			
2. Are up-to-date references and instructional materials available?			
3. Are funds budgeted for supplies, equipment and travel?			
4. Does the teacher make yearly, weekly and daily plans for the instructional program?			
5. Has a scope and sequence been developed for the total home economics program?			
6. Has the teacher at least one period daily for conference and planning?			
7. Are audio-visual media and other instructional materials easily accessible to the home economics personnel?			
8. Are student aides and/or other auxiliary personnel available for teacher assistance?			

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HOME ECONOMICS EDUCATION
REVIEW FORM FOR CONSUMER AND HOMEMAKING
DEPRESSED AREA PROJECTS

Place Where Classes Held _____ Address _____ Zip Code _____

Name of District _____ Address _____ Zip Code _____

Name of Chief School Administrator _____ Title _____

Name of Instructor _____

Course Title _____ OE Code Number _____ RCU Class Code _____

Sources of Funding: Vocational _____ District _____ Other _____

Enrollment	Male	Female	Total
Grade 9			
10			
11			
12			
Post Secondary			
Adult			

Length of instructional program: No. of semesters _____ Approximate Clock Hours _____

How are students scheduled for the course?

_____

_____

_____

_____

_____

_____

_____

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ORGANIZATION, PHILOSOPHY AND OBJECTIVES

	YES	NO	SUGGESTIONS FOR CHANGE
1. Does the program <u>really</u> serve people from depressed areas or areas of high unemployment?			
2. Are the objectives of the program established upon local needs in the area of home economics?			
3. Was an advisory committee consulted concerning establishment of the objectives of the program?			
4. Is the advisory committee for this program composed of people who represent the areas of high unemployment or depressed areas?			
5. Does the advisory committee function on a regular basis to advise the administration and the teacher as well as act as a public relations channel to the community?			
6. Is the program being provided for in-school youth?			
7. Is the program being provided for adults?			
8. Does the program reflect that today's society is consumer oriented?			

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CURRICULUM, INSTRUCTIONAL TECHNIQUES AND MATERIALS

	YES	NO	SUGGESTIONS FOR CHANGE
1. Are the learning experiences geared to the students enrolled in the class according to their communication skills?			
2. Are many visual materials utilized as a part of teaching techniques?			
3. Are the learning experiences practical to the local situation?			
4. Is there ample time for developing skills and attitudes necessary to effect behavioral change by the completion of the course?			
5. Is the material presented relevant to the student's home surroundings?			
6. Are the class experiences motivating students to change behavior patterns in the areas selected for the project?			
7. Are adequate and appropriate learning materials available for teacher and student use?			

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EQUIPMENT AND SPACE

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is the equipment being used for the project in keeping with that of the locality being served?			
2. Is adequate space and equipment available for activities such as skill development, demonstration, discussion and conference?			

EVALUATION

	YES	NO	SUGGESTIONS FOR CHANGE
1. Is evaluation continuous and an integral part of the total program?			
Does the teacher visit the neighborhood stores, homes, etc., where the students shop and live?			
3. Is time provided or assistance provided for the teacher to prepare the additional visual material needed for this type of special project?			
4. Does the teacher complete the necessary RCU enrollment cards and cooperate in follow-up procedures conducted by the State Department of Vocational Education?			
5 Is the teacher vocationally certified for teaching consumer and homemaking classes?			
6 What valid and reliable evidence is collected which indicates the extent to which the program is able to change student behavior to reach the objectives of the project?			